

ASSESMENT OF INTERNAL EFFICIENCY OF BECHO WORED
SECONDARY SCHOOLS IN ILLUABABOR ZONE OROMIA
REGINAL STATE

R



By: Berhanu Muluneh Gemed

College Of Education and Behavioral Science

Department of Educational Planning and Management

Thesis Submitted to the Department of Educational Planning and Management in
Partial Fulfillment of the Requirements for Master of Arts Degree in School
Leadership

Advisor: Tadesse Regasa

September 2009

Jimma , Ethiopia

ASSESSMENT OF INTERNAL EFFICIENCY OF BECHO
WOREDA SECONDARY SCHOOLS IN ILLUABABORA ZONE
OROMIA REGIONAL STATE



By Berhanu Muluneh Gemedu
College of Education and Behavioral Science
Department of Educational Planning and Management

Thesis Submitted to the Department of Educational Planning and Management in
Partial Fulfillment of the Requirements for Master of Arts Degree in School
Leadership

Advisor: Tadesse Regesa

September 2009

Jimma Ethiopia

DECLARATION

I, the under signed, declared that this thesis paper is my original work and has not been presented for a degree in any other university, and that all source of materials used for the thesis have been duly acknowledged.

Name: Berhanu Muluneh Gemedu

Sign. _____

Date: 5/11/2008 _____

This thesis will be submitted for examination with my approval as university advisor

Main advisor-

Name: Mr Taddese Reggasa _____

Sign. _____

Date _____

Co-advisor-

Name _____

Sign. _____

Date _____

Place: Jimma University

College of Education and Behavioral Science

Department of Educational Planning and Management

Date of submission _____

ACKNOWLEDGEMENT

First of all I would like to thank almighty God, helping me throughout my entire life and who made this work reach to an end

I would like to express my sincere appreciation to my advisor Ato Tadesse Regassa for his kindly approach, immediate feedback, word by word correction and constructive advices he gave me to the present work.

I am also greatly indebted to my family members, Dr Asaye Moges, W/O Worknesh Gelan, W/O Ehitensh Gelan and my son Samuel Berhanu for their unconditional support in every direction during the accomplishment of my study.

My gratitude also goes to Ato Aebebe Hunde, Leka secondary school principal, vice principal, teachers, students, and PTA members, Becho secondary and preparatory school principals, teachers, students and PTA members.

TABLE OF CONTENTS

AKNOLEDGEMENTS..... I

CONTENTS..... II

LIST OF TABLES..... VI

LIST OF FIGURES..... VI

ACRYNOMS AND ABBIRVATIONS..... VIII

ABSTRACT..... IX

1.INTRODUCTION 1

 1.1 Background of the Study..... 1

 1.2 Statement of the Problem 7

 1.3. Objectives of the Study 8

 1.3.1. General Objective 8

 1.3.2. Specific Objectives 8

 1.4. Significance of the Study 9

 1.5. Delimitation of the Study 9

 1.6 Limitation of the Study 10

 1.7 Definitions of Key Terms..... 11

 2.8 Organization of the Study: 13

CHAPTER TWO 14

 2.REVIEW RELATED LITRATURE..... 14

 2.1 Introduction 14

 2.2 Quality of Education 14

 2.3. Internal Efficiency..... 15

 2.4. Promotion, Repetition, and Dropout Rate 16

 2.4 1 Promotion Rate..... 16

 2.4.2 Grade Repetition Rates..... 16

 2.4.3 Dropout Rate..... 17

 2.5. Internal Efficiency and External Efficiency..... 19

2.6. Internal Efficiency and Wastage	20
2.7 Educational Wastage	20
2.8. Stagnation.....	21
2.9. Causes of Wastages and Stagnation	21
2.9.1. Economic Causes.....	21
2.9.2. Social Causes.....	21
2.9.3. Educational Causes.....	22
2.9.4. Miscellaneous Causes.....	22
2.10. School Location.....	22
2.11. School Administration Related Factors	23
2.12. Importance of Physical Facilities	24
2.13. Teachers Related Factors	24
2.14. Student Related Factors.....	25
2.15 Health Related Factors	26
2.16 Factors Contributing to Girls Students Drop out	26
2.17 Absenteeism	27
2.18.Poverty	28
2.19 Factors Related to the Community.....	28
2.20 School Policies Challenges	29
2.21. Theorotical Frame Work	31
2.22. Conceptual Frame Work.....	31
22.1.The relationship Between Schools Based Factors and Internal Efficiency.....	31
22.2.Inter Relationship	31
CHAPTER THREE	32
3.1. Design of the Study	32
3. 2. Methodology of the Study.....	32
3.3. Participants.....	33
3.4. Sampling and sampling techniques.....	33
3.4 Sampling and Sampling Techniques	33

3.5. Instruments of Data Collection	34
3.5.1. Open Ended Questionaries	34
3.5.2. Close Ended Questionaries	34
3.5.3. Interview	34
3.6. Procedures of data Dollection.....	34
3.7. Document Analysis.....	35
3.8. Method of Data Analysis.....	35
3.8.1. Validity and Rliablity.....	36
3.9. Ethical Consideration.....	37
CHAPTER FOUR.....	38
4.1 DATA PRESENTATION, ANALYSIS AND INTERPRETATION	38
4.2. Total Cohort.....	40
4.2.1 Total .Becho Woreda Secondary school Students Enrollment Promotion, Dropout and Repetition.....	40
4..2.2 Cohort from 2003-2007 In Numbers (Enrollment Promotion, Repetition, Dropouts).41	
4..2.3 Students Enrolments, Promoters, Rrepeaters and Drop outs from 2003-2008 in % ..	42
4..2.4 Cohort from 2003-2004	43
4.2.5 Cohort from 2004-2005	44
4..2.6 Cohort from 2005-2006	44
4.2.7 Cohort from 2006-2007	45
4..2.8 Cohort from 2007-2008.....	46
4 .2.9 Status of Becho woreda Secondary Schools Internal Efficiency?.....	46
4.3.1 Social and Cultural Factors.....	48
4.3.2 Economic Factors	50
4.3.3 Inter School Related Factors	51
4.3,4 Administrative Related Factors.....	53
4.3.5. Teachers Related Factors	55
4.3.6. Believes and Opinions Towards Internal efficiency	57
4.3.2.1 Social and Cultural Factors (Teachers Responses).....	60
4 .3.2.2 Economic Related Factors.....	61
4.3.2.3. Teachers on Interrelated School Factors	62

4.3.2.4 .. Response of Teachers on Administrative Factors63
4.3.2.5 Teachers Responses on Teachers Related Factors64
4.3.2.6 Believes and Opinions of Teachers on Internal Efficiency of theSchool65
4.3.3.0.. Responses of Dropped out Students and Repeated Students66
3.3.3.1.The Extent of Socio-Cultural Factors Responded by Students66
4.3.3.2. Responses of Dropped out Students and Repeated Students on economic Factors of Dropouts and Repetition.....	.67
4.3.3,3Responses of Repeated Students and Dropped out Students on Students Related Factors68
4.3.4. Responses of PTA Members.....	.69
4.3.5 Responses Given by Woreda Education Office Department Heads71.
CHAPTER FIVE.....	73
5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	73
5.1. Summary	73
5.2 Conclusions.....	78
5.3 Recommendations	80
6. REFERENCE.....	
APPENDIX I	
APPENDIX II.....	
APPENDIX III.....	
APPENDIX IV	
APPENDIXV	

TABLES**PAGES**

Table 1.Becho Woreda Se/dary Schools Students Enrollments, Promotes, Dr/outs and repeater	7
Table 2-Distrubution of Sampled Schools and Participants	33
Table 3-Reliability Test.....	37
Table 4-Characteristics of Respondents.....	38
Table 5-Results of Cohort Analysis and Interpretation of Data Collected	40
Table 6-Student's Enrolment, Promotes Repeaters and Dropouts from 2003-2007.....	41
Table 7-Student's Enrolments, Promotes Repeaters and Dropouts Total from 2003-2007.....	42
Table 8-Cohort from 2003-2004	43
Table 9-Cohort from 2004-2005	44
Table.10-Cohort from 2005-2006.....	45
Table 11-Cohort from 2006-2007.....	46
Table 12.c-ohort from 2007-2008.....	46
Table, 13-Responsesof Principals and Department Heads on Social Cultural Factors.....	48
Table14-Responses of Principals and Department Heads on Economic Factors.....	50
Table15-Responses of Principals and Department Heads school Related Factors.....	51
Table 16-Responses of Principals on Administrative Related Factors.....	53
Table 17-Response of Principals and Department Heads on Teachers Related Factors.....	55
Table18-Responsesprincipals and Department Heads on Beliefs of Principals and Dept/Head.	57
Table 19-Social and Cultural Factors Responded by Teachers.....	60
Table 20-Economic Factors Responded by Teachers.....	61
Table 21-Responses of Teachers Interschool Related Factors.....	62
Table22-Responses of Teachers on Administrative Factors.....	63
Table 23-ReachersResponses on Teachers Related Factors	64
Table 24-Teachers Responses on Their Beliefs.....	65
Table25-Responses by Dropped and Repeated Students Social Factors.....	66
Table 26-Responses by Dropped and Repeated on Economic Factors.....	67
Table27-Repeated and Dropped out Students on Educational Factors.....	68
Table28-Responses of PTA members on Fulfillment of resources.....	69
Table-29-Responses of WEO Department Heads Response.....	71

LIST OF FIGURES

	Pages
Figure1.Students Enrollments Promotes, Repeaters, and Dropouts in Percentage.....	42
Figure 2.Cohort from 2003-2004.....	43
Figure3 Cohort from 2004-2005.....	44
Figure4Cohort from 2005-2006.....	44
Figure5Cohort from 2006-2007.....	45
Figure 6 Cohort from 2007-2008.....	46

ACRONYMS AND ABBIRIVATIONS

CPD.....	Continuous Professional Development
ESDP.....	Education Sector Development Program
FCE.....	Cambridge English First Certificate English About the Exam
FEMSA.....	Fire Emergency Manufacturers and Service Associations
GDP.....	Growth Domestic Product
GQIP.....	General Quality Improvement Program
GSLCE.....	General School Leaving Certificate Examination
HIV AIDS.....	Human Immune Deficiency Virus (Acquired Immune Deficiency Syndrome)
IIEP.....	International Institute of Educational Planning.
MOE.....	Ministry of Education
MDG.....	Millennium Development Government
PTA.....	Parent Teacher Associations
UNESCO.....	United Nation Educational, Scientific and Cultural Organization
UNICEF.....	United Nations International Children’s Emergency Fund
UPE.....	Universal Primary Education
UPPA.....	Uganda participatory Poverty Assessment
USAID.....	United states Agency for International Development
WAO.....	Woreda Administration Office
WEO.....	Woreda Education Office
ZEO.....	Zonal Education Office

ABSTRACT

The purpose of the study was to investigate, the internal efficiency of secondary schools in Becho woreda. In the study the promotion rates the repetition rate and dropout rates of the three secondary schools were given attention. To achieve this objective, descriptive research design and sequential mixed research method was used. The sampling techniques were availability simple random and purposive sampling techniques. Dropped out students and repeated students were sampled by availability techniques of sampling and simple random (cluster) sampling techniques while teachers, principals, department heads P.T.A members and WEO department heads members were sampled by purposive techniques of sampling. The quantitative data was collected from principals, teachers, department heads, dropped out students and repeated students. Some qualitative data were collected from PTAs, W.E.O and some from principals through interview and analyzed by idea relationships. The responses collected were through questionnaire were analyzed and interpreted by using frequency count, percentage, mean and standard deviation. For inferential statics t-test was employed to compare department heads with principals and repeated students with dropped out students. The study finding by cohort analysis showed that average promotion rate was 55.67%, repetition rate was 30.85%, and dropout rate was 13.34% at fluctuating trend which is not persistent or consistent. Based on the research findings the researcher identified many causes and factors for low promotion rate, repetition rate and dropout rates, such as socio economic factors, administrative factors, teachers related factors, student related factors, school related factors ,principals or managerial ability, qualification of some teachers, students educational background, parents awareness about education, economic background of the family, family divorce, distance of home to school, lack of ICT materials, lack of class room ,lack of students text books ,lack of girl students toilets facilities, children's labor abuse, lack of library, lack of laboratory and materials, were the main problems of dropouts, repetitions and low promotion rates respectively. To solve the problems the researcher recommends, actions to enhance parents' literacy and parents' awareness program, enhance school resources and facilities, decreasing children's labor abuse by discussing with families. Besides, school administrators have to be committed to work hard, with families of the students, teachers and communities to provide persistent follow up, and play roles to increase enrollments, and promotion and decrease repetitions and dropouts respectively.

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the Study

The world Book of Encyclopedia (1992) defined education as the process by which people acquire knowledge, skill, habit, attitudes and stress that education should help people ,to become useful members of the society, to develop an appreciation of their cultural heritage and to live more satisfying lives.

Globally, education is regarded as an investment to which resources are expended by the individuals and the government (Adigum, 1995). Justified investment is when the gains are greater than those receivable from the alternative investments. Adu (2010) revealed that gains are achieved from education, when only certain performance yardsticks have been met. The belief that education is means of increasing the quantity and the quality of labor force, raising the people standard of life, and enhancing their cultural and political awareness is often constantly at increasing. IBen(2006) described that in some countries 1/3 of the national budget is devoted to educational growth. Brimer and Paul (1971) described education as the world's largest business. Famade and Abbas (2006) also reported that schools are allocated with various resources to carry out their functions of teaching and learning with rapid expansion of demand. More qualified and competent teachers, non-teaching staff and instructional facilities are needed to enhance learning. Efficient use of resources is important in the case of education in developing countries. Most countries make education apriority spending item and tends to consume large portions of governmental budgets. It is therefore the provision of these resources that could further increase the coast of education.

The concept of education is defined by Aristotle (384 B.C) as “the creation of a sound mind in a sound body”. John Dewy, (2008) explained education is a means of increasing social efficiency. It is the development of the children natural powers abilities from within. (Rousseau 1712), and it is all round growing out of the best in the child and man to (Gandhi, 1947).In wider sense education

is purposive social phenomenon and a life- long process as a universal practice of human beings done by all societies at all stages of social development of the, intellectual, social, moral and emotional aspect of the individual. (Dewy1916). As one can see it from the above definition, education has been the common practice of human societies for centuries. It has been always done with definite purpose that is the development of individual's personality. In a narrower sense education is "consciously and deliberately planned, organized, directed and evaluated process of personality formation, where personality is defined as the sum total of individual's physical, mental, social, emotional, moral and aesthetic aspects of the individual (St Mary, 2000).

In broader definition education includes the different forms of knowledge acquisition mechanisms, skills and value system of development. Lifelong learning was to be the master concept that should shape educational systems (UNESCO 1972), what emerged was the influential tripartite categorization of learning systems. It is best known statement comes from the work of (Coombs 1973). Basically education has three forms. These are: formal, none formal and in formal education (Mary Warnock, 1986).

Formal Education: The hierarchically structured chronologically graded education system, running from primary school through the university and including in addition to general academic studies, a variety of specialized programs and institutions for full-time technical and professional training (Mary Warnock, 1986).

Informal Education: the truly life long process where every individual acquires attitudes, values, skills ,and knowledge from daily experience and the educative influences and resources in his or her environment from family and neighbors, from work and play from the market place, the library and the mass media (Coombs1973).

Non Formal Education: any organized educational activity outside the established formal system whether operating separately, or as an important feature of some broader activity that is intended to serve identifiable learning clientele and learning objectives (Mary Warnock, 1986).The distinction made is largely administrative. Formal education is linked with schools and training institutions, none formal with community groups and other organizations, and informal covers what is left e.g. interactions with friends family and work colleagues (Coombs, 1974).

Okuwach Abagi and George Odipo (1997) explains Education reform efforts in less industrialized countries have aimed at making education an active vehicle for national development. Governments, policy makers, and civil society have emphasized that developing countries need to invest more in education and insure that systems of education efficiently managed, that limited funds allocated to sector have maximum impact, that cost recovery measures are adopted.

As cited by Ndabazinhlejn Cube Liston (1999) defines quality education is the total effect of the features of the process, services on its performance, the customers or clients perception of the performance. It is not just a feature of a finished product or service but, involves a focus on internal process and outputs, and includes the reduction of wastage and the improvement of productivity. Quality education includes learners who are healthy ,well-nourished ,and ready to participate and learn supported in learning by their family and community, healthy environments, safe, protective, gender sensitive, adequate resources and facilities, content that is relevant, and materials for acquisition of basic skills, especially in the `areas literacy, numeracy and skills for life and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention and peace process through which trained teacher use child centered teaching approaches in well managed class rooms ,and schools and skill full assessment to facilitate learning and reduces disparities out comes that encompass knowledge, skills and attitudes are linked to national goals for education and positive participation in the society. The term allows understanding of education as complex system embedded in a political, cultural and economic context (Motala, 2000). This view of quality education results, in the internal efficiency of the school system, which controls wastages, inform of school drop outs and repetition rates. Wastage ratio is more appropriate measure of quality education.

Efficiency and Effectiveness

Efficiency refers to a comparison of inputs and their related outputs. A more efficient system obtains more output for a given set of resource inputs, other things being equal (Hanushek 1986). Efficiency and effectiveness are central terms in assessing and measuring performance of organizations, as well inter organizational arrangements such as strategic alliances joint ventures sourcing as well as output sourcing agreements. Despite, the obvious relevance of assessing and measuring performance it appears that business managers rarely understand the exact meaning of

efficiency and effectiveness, and rarely assess the full impact of their actions on key financial indicators (Barwise Marsh 1989).

As a practical matter, if we are to compare the outputs produced by two different sets of inputs, we must measure the inputs in common units and this implies that efficiency comparisons will really be up on measuring inputs in monetary units since inputs can seldom be compared another units. Educational efficiency is frequently confused with educational effectiveness, and at times the two terms are used interchangeable. Educational effectiveness is whether or not a specific set of resources have a positive effects on achievements and if so, how large this effect is. Clearly, since effectiveness does not directly compare resource uses or costs, what is effective is not necessarily what is most efficient. (See, for example, Levin, Meister (1984) for comparisons of cost-effectiveness of alternative inputs) .This confusion is fostered in part by the frequent research finding that many traditional school resources in developed countries do not appear to be effective in raising student output (Hanushek, 1986). Given this backdrop, many researchers conclude that, if we find anything that appears effective, it would be appropriate to develop policies pursuing it. This however, does not follow without some consideration of the costs of providing the input.

Internal effectiveness is when outputs are measured in purely educational values, such as test scores policy deliberations are generally restricted to alternative uses of resources within the educational center. The inputs of education include both material and non-material resources, with the later term used to encompass pedagogical practices and organizational structure of schools and school system, as well as such items as teacher time ability (Hanushek, 1986).

The term internal efficiency of education refers to comparison of learning (anon-monetary outcome of education) to the costs of educational inputs; the analysis typically employed is cost effectiveness of internal efficiency addresses the question of no funds within the educational sector should be best allocated. It is concerned with obtaining the greatest educational outputs for any given level of spending. Economists have a simple conceptual rule to determine how resources should be allocated among alternative educational activities. The improvement in educational performance that results from the last amount of funds spent on an educational activity should be equal across each possible activity (Levin, 1976).

Internal efficiency as Abag (1997), explains is the amount of learning achieved during learning age attendance, compared to the resources provided and takes percentage of interring students who completed the course as it measure. Thus, internal efficiency is the measurement of performance of education system by showing to proportion of students successfully completing the given level of education system without wastage. Internal efficiency is the extents to which resources are available to educational system are being used, to achieve the objectives for which the educational system being set up. In this regard, the input in the system and the output in the system from its needs are to be measured. In most African countries including Ethiopia low internal efficiency is being measured, as cited in Yiakob and Mearg, (2015) studies. Our country Ethiopia stresses about the low internal efficiency. Tadesse (1974) and Kobes (1975) studies have shown that the problem is more serious in educationally less developed one. Brimer and paul (1971) explains this pieces of evidence suggest that the problem educational wastage is still graver in the developing countries. The under lying reasons for this have been identifying by (simmons 1980).Supply of fewer schools which as Hallak (1990) puts it is accompanied by high rate of dropout and repetition and high completion for admission. Poor life situations that obliges most children to earn their living don't motivate them have more years of schooling. Lack of parental encouragement due to economic and cultural reasons or interaction of both for example, children from poor and an educated families, such as a problem of increasing cost of education has become high for the poor to afford and this would prevent children from entering or force them to leave school at their early age.

Kirjoita Hakusana (2016). Explained Ethiopian government allocated 25% of the GDP on education. Education receives the largest allocation of the budget percent, while this proportion is not high, compared to international standards. It is clear that countries education receives some amounts of resource in Ethiopia. In contrast local and considerable studies of educational achievement studies have revealed relatively low educational quality and internal efficiency of most secondary schools and elementary schools of the country. However, what has to be noted is that those are not the only reasons for high rate of wastage in developing countries including Ethiopia. The cause of wastage are varied and complex enough. What has been tried is to show why the phenomenon of wastage is more in developing countries than in the developed countries.

The Ethiopian government development education reform plans and gradually upped its education spend from 8% of the total budget in1985 to 23% in2009, with the donor education aid also rising.

The increased funds went towards abolishing school fee. The Ethiopian government applied intervention strategies required to reach the target of MDG by 2015. As a result the government is working hard by providing training and recruiting a lot of teachers, infrastructure building schools building and maintaining roads in rural areas.

The key to meeting MDG was move in 1991 to devolve power to regions and districts to run their own schools, and shifting the language of instruction to local language in 1994 and 3 million pupils in Ethiopia attended primary education in 2008. Local authority involved partner school PTA. In rehabilitant and reviving schools, the investment made created accesses to households to send their children to school, for the 1st time there was genuine appreciation of that and the pupil of that and the people state to realize it relevant. Additionally ESDP was aimed at achieving universal primary education and secondary education by improving access, quality relevance and efficiency of education system. This action in turn was believed to contribute and pave paths for reducing poverty. This is to mean that, by accelerating of education young citizens through improving access, equity, efficiency relevance and quality education. In this effect yet significant changes have been achieved in terms of improvements and accomplishments of the above stated aims of education system as a result of implementation, three consecutive ESDP. The inefficiency of internal efficiency was the critical problem in Oromia Regional state Illuababora zone Becho Woreda.

From the point Becho Woreda secondary schools were affected with dropout, repetition and low promotion rate. The problems may be family educational background, Social and economic background, school related factors, teachers related factors, resource related factors and student related factors. Due to the gaps seen, drop out of students, repetition of the students, and low promotion rate of students were seen from establishment up to now. So the purpose of the study was to assess the internal efficiency of Becho woreda secondary schools and find solutions to the problems with stakeholders. (Anteneh and Obsina 2007)

Due to the problems Becho woreda 30% or 16.2 million of the woreda budget is being allocated to education sector to make the woreda education system strong, but the woreda was under lying low education quality and internal efficiency of primary and secondary education. Due to this problem Becho woreda needs assessment of the internal efficiency of secondary schools as well elementary schools (Obsina and Anteneh 2008).

1.2 Statement of the Problem

Becho woreda is one of the newly found Woreda in Ilu Ababora Zone, Oromia Regional State. Since the foundation, the woreda had got three secondary schools, and those 3 secondary schools had below 1000 students, total enrollment yearly, from 2003-2007. The schools systems were with low internal efficiency, with the total enrolment of 4165(100%) students, 2319 (55.67%) promotes, 1285(30.85%) repeater students and 561(13.34) dropped out students. The problems were known by comparing inputs with output from the woreda report. In the report the total wastage seen was 1.81 for 5 years. This indicates the challenge of implementing MDGS program, which says that all enrolled children must complete full course of primary and secondary education. This shows that the woreda education is internally inefficient. The expected standard considered was the repetition rate and dropout rates must be zero was what we are implementing education in millennium development goal. As a result the internal efficiency of Becho woreda secondary schools was very low. This is in view of the fact that the space which could have been occupied by anew enrolled or promoted pupils would have to be retained for a repeater, and the dropout who leave the school before completing the given cycle or academic year are also wasting the education resource, not bringing educational materials they borrowed, there by siphoning more funds from the government in turn of continued teaching of the repeaters in the same class for more than one year. However, every stakeholders, officials and parents were silent about the problems. The exact issues seen in the internal efficiency were dropout rate repetition rate and low promotion rates. To show the problems objectively the actual Becho woreda education office secondary schools enrollment rate, repetition rate and dropout rate from 2003-2007 was shown below

Table 1

Efficiency	2003		2004		2005		2006		2007		2008		Total	
	9 th	10 th	9 th	10 th	9 th	10 th	9 th	10 th	9 th	10 th	11 th	12 th	Total	%
Enrolment	613	225	477	482	560	287	452	275	593	161	-	-	4165	100
Promotes	482	82	287	116	275	86	251	152	412	136	-	-	2319	55.67
Repeaters	75	122	71	292	185	174	121	98	123	24	-	-	1285	30.85
Drop outs	56	21	119	74	100	27	80	25	58	1	-	-	561	13.34

Data Source: Becho WEO 2003-2007 Report

In additions, weekly many students were absent and late from the schools, as shown in late and absent students daily records and, at the end absent and late students dropped out, but no research

was conducted related to the internal efficiency of secondary schools in Becho Woreda. So the study assessed the internal efficiency of secondary schools for 5 years, and factors related, such as social and cultural factors, economical factors, school environment related factors, administrative related factors or, teachers related factors, student related factors and parental related factors that might be the cause to drop out repetition and low promotion rates. So this study tried to assess the internal efficiency of secondary schools in Becho Woreda. The basic research questions to assess the internal efficiency of those secondary schools were listed below.

Research Questions

1. What were the levels, status and variations of dropout rates repetition rates of Becho worda Secondary schools from 2003-2007.
2. What are the major factors that affected internal efficiency of Becho woreda secondary schools?
- 3 What were the beliefs, opinions, awareness level and potential effect of teacher's principals and PTA members WEO department heads on Becho woreda Secondary schools students' repetition rates dropout rates and low promotion rates?
4. What measures to be taken to minimize dropout rates and repetition rates?

1.3. Objectives of the Study

1.3.1. General Objective

- The general objective of the study is to assess the internal efficiency of Becho woreda secondary schools.

1.3.2. Specific Objectives

- To assess the status of the internal efficiency of Becho woreda secondary schools, such as promotion rates, dropout rates and repetition rates?
- To identify reasons behind the prevailing status of internal efficiency of Becho woreda secondary education.
- To identify the efficiency and effectiveness of Becho woreda secondary schools internal efficiency.

- To identify beliefs, opinions, and the awareness levels and potential effects of teacher's principals, parents and woreda education office experts on Becho woreda secondary schools student repetition rates, dropout rates and low promotion rates respectively.
- To identify the measures to be taken and so far to minimize dropout and repetitions rate.

1.4. Significance of the Study:

- The study is expected to have the following significances:-The study might give tangible information to Ilu Abba Bora education office experts, Becho woreda education office experts, schools directors, department heads, teachers and the students, the level of Becho woreda secondary schools dropout rates and repetition rates.
- It might help schools, woreda education office experts, zonal education office experts, Principals, parents, teachers, P.T.A members and woreda leaders to take appropriate measures on factors affecting schools internal efficiency.
- It might help to know, woreda education office experts, zonal education office experts, the efficiency and effectiveness of Becho woreda secondary schools internal efficiency.
- It might increase understandings of students, teachers, principals, PTAS and woreda administrators on factors and Constraints affecting Becho woreda secondary schools internal efficiency and increase the awareness level and participation of parents in the school management system.
- It might help the researchers who will study the internal efficiency of secondary schools dropout and repetition rates in the school system and may encourage parents of students, PTAS to have knowledge on school system wastage and factors affecting the school internal efficiency.

1.5. Delimitation of the Study

Delimitation refers to the scope of the study. The scope of this study covered the following aspects: The study is delimited to the internal efficiency of the three secondary schools found in Becho Woreda, Ilu Abbabora Zone Oromia Regional State. Among the three secondary schools two of them are 20 km far from each other. It is known that challenges that affect student's dropout and repetitions are different from schools to schools. Because of this the study is delimited

to the students learning in 9-11 and factors affecting the flow of students such as; factors related to students, factors related to teachers, factors related to leadership, factors related to schools, socio cultural factors, economic factors and the trends of internal efficiency of the three secondary schools from 2003--2007. The reason why the study was delimited to secondary schools was from 2000 -2007 there were high dropouts and repetitions than elementary schools.

1.6 Limitation of the Study

Limitation refers to a set of factors that make an offence more difficult and probable, to lead the design or methodology. (James H and Murnan 2004).

There are many factors that have played part in limiting this study. Some of them are problems related to get recent and up dated books, which are directly related to the study, and especially domestic research works on the area were also insufficient. Additionally, principals, vice principals WEO, department heads were over burden to give the necessary data, and also students disciplinary problems for more than two weeks , when they stopped learning, elongated the time for data collection and analysis.

In addition to this, health problem of the researcher and time constraint, was unforgettable, because of the student researcher was involved in three secondary schools supervision, and teaching 9th grade students for 15 periods and conducting the study at the same time. This and other obstacles exerted negative influence on the researcher's data collection analysis. However, the researcher of the study tried to overcome the problems with his body under surgical.

1.7 Definitions of Key Terms

Alpha Level: The statistical hypothesis testing, statistical significance is attained when p value is less than the significance level denoted at α alpha.

Availability sampling techniques: is a sampling techniques used to sample what is easy to find and available (Convenience, accidental, haphazard).

Case Study: an intensive investigation of the current and past behaviors and experiences of groups

Cohort analysis is a subset of behavioral analysis that takes the data from data set rather than looking at all which enables you to compare how groups are different.

Cohort:-refers to group of pupils join the beginning grade of courses in a given years. Ex-(1-8)

Comparability: The quality of two or more objects that can be evaluated for their similarity and difference.

Completion rate: is defined as the total number of students who successfully completed the final years grade of primary schools; expressed as percentage of the total population of the leaving age.

Consistency: The process surveys where by a question should be answered similarly to previous questions.

Dropout rate: Leaving a school before completing of a given stage of education or some intermediate or non-terminal point in level of education.

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

Educational outputs: refers to the numbers of pupils who complete a given cycle of education in case it is a secondary school cycle which ideally takes eight years are promoted to the next class at the beginning of the school years.

Formal education: is a system consciously planned, organized and guided by trained personnel checked and evaluated and finally certified.

Gross enrollment rate: is the total enrollment in a level or cycle of education regardless age, expressed as a percentage (sometimes 100%) of population is officially defined school age group for the level or cycle concerned group

Informal education is form of education, which includes all indirect influence s of the home and society as well as the physical environment and acquired from day to day activities of the individuals in the environment.

In formal educational structure: flexible arrangements for specific social group in terms time, place, mode of presentation and certification

Non formal education: is form of education which is characterized by its organization outside of the established formal system.

P-value: The level of marginal significance with in astatically the hypothesis test representing the probability of the occurrence given event or when calculated value does not imply meaningful or important difference; that is for you to decide. (H0)

Promotion rate: Is the percentage of pupils promoted to next grade in the in the following year, some countries practices automatic promotion, meaning that all pupil are promoted regardless of their scholastic achievement.

Purposive Sampling: is where researcher selects a sample based on their knowledge about the study

Repetition rate: Refers to the proportion of students who have remained in same over one year and used additional resources for the grade .Resources are in the form of teacher's salary and materials.

Reliability: The ability to be relied upon or depend upon, as accuracy honesty or achievement. The probability that an item will perform required function. Without failure

Survival Rate: Percentage of cohort of pupils who enrolled together in the 1st grade.)

Stagnation: The students at every stage of education are expected to pass the examination after finishing the whole ,but it has been found that in general practice many students are not able the Same class and course whereas, his friends are promoted to the next class.

Transition rates: Refers to the moving of students from one education cycle to the next cycle.

Validity: is described as degree to which a research study measures what it intends to measure or explain.

Wastage: wastage in respect to education refers to human and material resources spent or paid on pupils who have to repeat a grade or who drop out from school before completing a cycle.

2.8 Organization of the study:

This study was organized into five chapters. The first chapter deals with introduction, background of the study, statement of the problem, objectives of the study, significance of the study, delimitations of the study,operational definition of terms and Organization of the study. The second chapter presents review of relevant literatures. Chapter three presents research design and methodology including the sources of data, the study population, sample size and sampling technique, procedures of data collection, data gathering tools and methodology of data analysis. Chapter four deals with data representation and interpretation and the last chapter five presents summery conclusion and recommendations.

CHAPTER TWO

2.0. REVIEW RELATED LITRATURE

2.1 Introduction

This research provides a review of literature on the internal efficiency of Becho Woreda secondary schools and describes many related issues like that of the education system. Internal efficiency is the relationship between outputs and inputs in the system of education. Internal efficiency is one, which turns out graduates without wasting any student in a year. The inputs of education can be summarized as teachers, materials, and buildings and there all used to transform one set of out puts (Olubar, 2004). So the study asses the main components of internal efficiency, dropout repetition and low promotion rate as educational wastage.

2.2 Quality of Education

There are as many definitions of quality education. Quality education is an evaluation of education which enhances the need to achieve and develop the knowledge of customers of the process, and at the same time meets the accountability standards set by the clients who pay for the process or the outputs from the process of educating (Liston 1999)

Additionally how do we define quality education? To answer the question it depends up on the judgment criteria like parents satisfaction, on school reputation (opinion about someone). The other way also asses' objectives: Such as success of students achievement based on the points set below:

1. Like learning tools: reading, writing, arithmetic and problem solving, which are essential in order to acquire and apply other knowledge and skills
2. The knowledge, skills, attitudes, and values needed for every life, concerning nutrition, health, environmental protection, relating and living with others.
3. However measuring student's achievement in relation to the above objectives is not an easy task especially as it relates to attitudes and values. Secondly, there are factors which contribute to the

quality education. The level of training, the degree of motivation and interaction of teachers availability of teaching resources, students characteristics, students management, interaction with parents and community. Generally educational indicator enables us to assess the teaching conditions and measure educational quality (Bekalu Ferede, 2006)

Quality Education has interrelationship with Internal Efficiency. In Ethiopia GQIP was launched a few years ago. Education policy aimed at improving quality will build on GQIP and further develop the package. GQIP was thus become an integral part of ESDPIV.

Quality is also a crucial challenge at educational institutions from UPE to the University, due to rapid expansion of this sub sector, there is now an increased need to focus on quality improvement with regard to human and material resources as well as reform process .The challenge quality is linked to the challenge of completion, while access to primary has increased. Many children still do not complete the 1st cycle of primary,education so repetition, and dropout rates remain high throughout the whole cycle. Dropout is particularly high in early primary grades .This highlights the need to work on expanding early child hood education which helps to prepare children to primary school and which is at the moment still very scarce .One issue which needs more attention than in previous years is the low quality of school infrastructure, due to a strong reliance on low cost constructions .This may be on the factors that explain the low completion rates and the low achievement. Totally more attention will be given to qualities of facilities under ESDPIV. In addition to the national learning assessments being carried out every three years at grade 4-8-10 and 12.Ethiopia will join regional international learning assessment organizations to determine the status of quality educations compared to other countries to insure international competitiveness MOE (1987)

2.3. Internal Efficiency

Educational provision indicates considerable scarce resources that must be properly managed to benefit customers. Natrijan (1993) explains efficient management of resources is called to achieve the stated goals within the stipulated period of time. This implies that quality of education is a function of educational inputs.

IIEP (1989) views efficiency is an optimal relationship between inputs and out puts, Efficiency is high if a given quantity of out puts conversely had given quantity of inputs yield maximum out

puts. Efficiency can be measured using some indicators. Internal efficiency in education is broken in internal efficiency and external efficiency.

Internal efficiency is defined by Mc Mahon (1993) as efficiency with learning and other educational outcomes are produced in schools. Internal efficiency seeks to address concerns of wastage with in the process.

The internal efficiency of the education system is defined as, its ability to educate the greatest number of pupils who have entered the system in the shortest time and with the least use of financial and human resources. The efficiency of education is evaluated with the aid of certain number of indicators. To assess the internal efficiency of an education system, it is necessary to understand the pupils from the education system (Abagi, 1974).

2.4. Promotion, Repetition, and Dropout Rate: The promotion, repetitions and drop outs rates, give us information on how pupils pass through the school system. Dropout rates and repetition rates are two major symptoms of educational wastage which seriously affect education for all goals and also the key impediments to increase educational access and attainments. High repetition rates are often correlated with high dropouts rates (Eiseman1997).

2.4 1 Promotion Rate

Is the percentage of pupils promoted to the next grade in the following school year, some countries practices automatic promotion, meaning that all pupils are promoted without their scholastic achievement (Bekalu Ferde, 2005). For example promotion from grade1to grade 2 is equal to the number of promotes divided by the numbers of pupils in grade 1 last year (T.O.Adeyimi, 2012).

$$p_{g1} = \frac{p_{g+1}^{t+1}}{E_g^t} * \frac{100}{1}$$

2.4.2. Grade repetition rates: Jere Brophy (1986) explains as the proportion of students who have remained in the same grade over one year and used additional resources for the grade. Resources are in the form of teacher's salary. Grade repetition is a continuation in school program at the level for part or of the next school year, due to failing to acquire the minimum expectations or out comes to proceed to the next grade level. In Brownell *et al* (2012) grade repetition was defined as the percent of students in kindergarten to grade 12,who have been enrolled in the same grade for

two or more consecutive academic years and who didn't aberrant pattern of grade promotion of any other year (Guenette, W, How is Manitoba 2012).

In developed countries students ordinarily are not absent from schools more than a few days each year ,while in developing countries, many children miss many days of the school ,because of serious health, nutrition, low achievement of students, poor method of assessment teachers methods of teaching ,and schools is based on passing an end of primary school examination. Majority of countries appear to believe that repetition creates more problems than it solves and therefore follow a policy of automatic promotion. Accordingly, pupils proceed to the next grade even when they have not mastered the material of previous grade. Some educators argue that pupils who did not learn something are not likely to benefit from repeating the academic year.(.Jere Brophy1986).

According to IIEP (1989), refers to the proportion of students in a grade, who for a various reasons lack of educational materials (Gomes and Hanushek1994).School wastage occurs when pupils have to repeat grades .UNESCO (1998) in developing countries especially, this is often a prelude to drop out of school systems around the world differ widely in their policies towards pupils who fail to master the work appropriate to particular grade level, In majority of developed countries both and developing Countries educators require such pupils to repeat the grade in order to give additional time and material that they failed to master the 1st time around. Repetition is thus seen as a remedy for slow learners. The practice is typically applied in grade one out of conviction that it is important for pupils to get of good start in their education. However, repeating the final primary is also wide spread in countries, where admission to secondary schools repeat the same level the following year will be calculated by using the following formula.

$$R_g^t = \frac{R_{g+1}^{t+1}}{E_g^t} * \frac{100}{1}$$

2.4.3 Dropout Rates

Dropout rate is living the school before completing of a given stage of education or some intermediate non terminal point in the level of education (Bekalu Ferede, 2006). Dropout is defined as a premature termination of education cycle. A general definition includes categories wider than formal education including organized educational activities and courses. A term used to

describe individual who have an activity a course a program or school before completing the requirements (Dejnozka and Kapel 1991).

Dropout refers to attributes of the individual that precipitate early school departure. Factors like readiness and attitude of students, health problems and starvation are examples of dropout theory. This theory considers students personal characteristics as factors of dropping out of school (Lessanu, 2004). Employment opportunities are also examples of pull out factors that attract student to drop out of school. School factors that dispirit students from continuing with their education, an attractive school condition and policy irregularities are some of examples that can act as push factor to students. The tendency for student dropout is also associated with their school experiences such as dislike of school, low academic achievement at grade level, the sense that teachers and administrators do not care about students, and in ability to feel comfortable in a large, depersonalize school setting (US department of education, 1999). In school factor that deter the attendance of students can be categorized as push out factors.

The first and most important reason for dropping out, especially in developing countries are pulling out factor. The need for having time that would be used to sell the labor and in return get a means of subsistence in which the family or the individual would depend on as to contribute greater Proportion of school dropouts. There are many factors associated with dropout, some of which are associated with the individual, such as poor health under nutrition and school motivation. Other emerges from children house hold situations such as child labor and poverty. School level factors also play a role in increasing pressures to dropout such as teacher's absenteeism, school location and poor quality of educational provision. The nature of educational provision as the community level example type of school, level community support, generates conditions that can ultimately have an impact on the likely hood of children dropping out from the school. Based on the causes of school dropout focusing on the child house hold and school contexts (Hunt F, 2008).

Pride More (2007) discusses evidence on the child health, gender and disability child with in the house hold, the cost of schooling, child personal characteristics, poor health and educational

background, can exclude children from the school. Another factor related to drop out is parental educational back ground.

Dropout is generally defined as people who leave school cycle before the end of final year of the educational cycle in which he/she is in rolled (Yaikob Temesgen, 2014). The tools used to measure dropout are cohort analysis. Cohort is defined as group of persons who jointly experience a series of grade 1 in the same year and progress through an entire educational cycle, events are over a period of time, and cohort analysis is a method that traces flow of group Pupil centered to the school (Bekalu 2005).

$$D_g^t = \frac{E_g^t - [P_g^{t+1} + R_g^{t+1}]}{E_g^t} * \frac{100}{1} \quad (\text{T.O.ADEYMI})$$

2.5. Internal Efficiency and External Efficiency

As cited in koanyang, (Abagi,1997) defines internal efficiency is the amount of learning achieved during the school age attendance completed to the resources provided and take the percentage of entering students who completed the test as it measures. Thus internal efficiency refers to the measurement of performance of education system by showing the proportion of student’s success fully completing a given level of the education system without wastage. This includes the promotion, repetition and dropout rates. External efficiency according to Lock Heed Hanusheck (1987) the topic of cost benefit analysis, that is the ratio of monetary out comes to monetary inputs, extensive consideration has been given to the issue of external efficiency or how the overall use of money for schooling compares to other potential public and private uses.

External effectiveness has to do with the relationship between with non-monetary inputs and monetary out puts. In education, this could refer to the degree to which certain pedagogical practices or school tracks affect student post graduate salaries, other things equal. Studies contrasting the earnings of technical vocational track graduate (Pascharopoulos Loxley 1985).

Measuring outputs in monetary values it is possible to compare educational programs directly to other potential uses of society’s resources. For example, the income gain from a vocational education program could be compared to the income gain from the job training program. However, by itself this type of analyses doesn’t provide much policy guidance, because of resources required to achieve the gain are not specified such analysis usually conducted as first step “cost benefit”.

2.6. Internal Efficiency and Wastage

The term wastage in respect to education refers to human and material resources spent or paid on pupils who have to repeat a grade or who drop out from school before completing a cycle. It denotes the inefficiency of a school system and refers also to the wasted opportunities for these children to develop the knowledge, skills, attitudes and values they need to live productive lives and continue learning. (Charless kibanani and Ronald Werunga, 2006).

Drop out and repetitions are considered as two components of educational wastages cited in koanyang, by (Abagi, 1997). However, still some writers argue that in educational term it is not correct to consider drop outs and repeaters as wastage, because in their school carried they have received, considerable amount of education. So, from the point of view economic evaluation, matured school leavers and repeaters may contribute to the economy. On the other hand, there are some that disagree that it is undeniable from the education. From the point of view, both drop out and repetition contributes heavy costs in education. When education fails to achieve educational objectives, it is inevitable that there is wastage of human learning, school building, equipment and other instructional materials and the labor of teachers. This means when the degree of wastage is high, internal efficiency of the system becomes low and viscera. There are also some measures that indicate the internal efficiency of an education system. Those are used to measure promotion, repetition drop out, completion and survival rate.

2.7 Educational Wastage

By wastage we mean premature withdrawal of children from schools at any stage before completion of the primary course. The statement does not mean there is no wastage in the secondary course and higher course. Any student, who receives education at any stage, is expected to complete his education with the prescribed period. If one withdraws from the course before completion, then that individual or individuals are deemed to be wastage to the course. In primary education, the main objective is the attainment of stable literary through 5 years schooling. If a child interring a school before completing 5 class or above it leads to be wastage. So wastage is premature withdrawal of children from schools at any stage. A rough and ready method to measure wastage is to compare diminution (a case in diminishing) in enrollment from class to class in series of years (Dave MC Ginnis, 2011).

2.8. Stagnation

The students at every stage of education are expected to pass the examination after finishing the whole course. But, it has been found that in general practice many students are not able to pass examination after in one class within the prescribed period. Thus they fail and remain in the same class and course where as his friends are promoted to the next class (Dave MC Ginnis 2011).

2.9. Causes of Wastages and Stagnation

The causes of stagnation and wastages are of 3 categories. Those are economic, educational and cultural and social (Dave MC Ginnis 2011).

2.9.1. Economic Causes

Studies conducted on the subject show that 65% of wastage is due to poverty. According to Katari commission report “a child is sent to school between 6-9 years of age, because at this age he is nuisance at home than a help”. At the age of 9-10 years are above the child becomes an economic asset. Because, boys can work at home or earn something out side. This is especially true for girls who have to assist the over worked mother at home. The child is with drowning from the school and thus he becomes “wastage case”. Parents mostly involve their children in domestic work and this lives no time to child to study financial handicap is responsible for wastage (Dave MC Ginnis 2011).

2.9.2. Social Causes

Class and caste distinctions prevail in India, the former in urban areas and the latter rural areas. Especially in the case of girls custom of early marriage betrothals stands a bar. There is an opposition to send grow up girls to schools especially to the mixed school without women teachers. Muslim parents exhibit more of orthodox views about their girls. Even in the case of boys some parents due to caste restrictions do not want to mix with power caste boys’ with girls’. Education of boys and girls in some places is looked with suspicion, and as there is no separate provision of education for girls, deprivation of girls from schools leads to much wastage (Dave MC Ginnis 2011).

2.9.3. Educational Causes

Only educational causes are responsible for another 30% of wastage. Government of India admits this in the following words. The educational institutions being ill equipped poorly housed and with dull depressing environment are unfortunately could not exercise effective counter acting in fluency. Uncontrolled fresh admissions without consideration of age or time have no permanency. That is admissions are done throughout the year. So there are more wastage and stagnation. That is because under aged children lost interest in classes, whereas over aged children remained away from school out of shame. As cited in koangyang (2014) there are factors behind low and high completion rate in education. Those are: educational policies and institutional process, school related factors, school physical resources and facilities, school location, teachers characteristics, school policies, school management, parent and community related factors, student the related factors, health related factors, absenteeism, factors leading to students drop out, repetition and low promotion rate are main causes.

2.9.4. Miscellaneous Causes

Sometimes children in schools suffer from disease of serous kinds and they are withdrawn for a long period time from the school. Death of one of the parents or both causes much hardship to children. Orphan children drop out from the school without completing education and so becomes the wastage (Dave MC Ginnis 2011).

2.10. School Location

There is strong consistent evidence for the effect of basic physical variables (air quality temperature noise on learning). Once minimal standards are attained, evidence of the effect of changing basic physical variables is less significant. There is conflicting evidence, but force full opinions on the effects of lighting and behavior, but is difficult to define general conclusion.

- Since different room arrangements serve for different purposes. It is necessary for class rooms to have some degrees of flexibility.
- Some physical improvements to environment may save time which is then available for learning.
- Ownership of space and equipment's by both teachers and students is important.

- Ownership and engagement are ongoing elements. So there has to be balance of students work between permanent physical elements in the classroom to improve comfort, well-being and probably attitude and so improve achievement.

Generally the location of the school affect physical learning environment. School location has been described as one of the factors of rising school dropout and repetition rates. Distance to school are danger to travel and are major problem is seen in rural areas than urban areas (Stave Higgens, 2015).

2.11. School Administration Related Factors

The traits of school mangers and leaders have an impact on internal efficiency of schools. Because of its good governance and effective management of the school that contribute to the school effectiveness. The traits of the leader affect the decision making and teaching learning environment of the school. A part from this teacher's principal ratio, working conditions, salary and benefits are some of the motivating factors, which in turn affect the internal efficiency .School leader characteristics include experience and qualification, professional development of principals. Zaccaro *et al* (2004) documented that the significance of leadership qualities are supported by individual traits functioning jointly. Those traits are judged by mental capabilities, personality features, motives and values of social assessment techniques, skills in conflict resolution and proficiency in specific field.

Cranston (2002) attempted to explain that experienced principals were required to have certain skills and competencies those include management of human and financial resources leading in uncertain situation. Interpersonal communication and conflict resolution skills are ability to involve others in potential of efficient time management, and working under pressure situation. VanWyck (2001) has given not more importance to the managerial skills of principals and head teachers in setting schools climate for effective teaching learning process. The strategy that insured effective operation school included a workable time table and teachers discipline as elements of good management commitment to teaching profession is evident from their absenteeism irregularly and their non- attendance of class even when they were available in their schools.

2.12. Importance of Physical Facilities

Bell and Rodes (1996) explains school facilities which include the administration office, staff which includes the administration office, staff room and laboratories, work shop stores, libraries, hostels, staff houses and school grounds etc. are important because those facilities are used by the school to advance learning opportunities offered to pupils. It is the responsibility of the head teacher to ensure that there are adequate facilities to enable the teaching learning process to take place without any hitches. He should ensure that the physical facilities should be inspected properly managed and maintained. This therefore shows that the physical resources are important in the provision of quality education and increased enrollment due to FCE poses a challenge in the usage of these facilities. Physical facilities bring out clearly that congestion and overcrowding militates against good, teaching learning. UNISCO (bid) further suggests that in such circumstances there should be regular inspection to inspire teacher performance and improve quality education, important teaching and learning environment. It also noted learning large enrollment put stress on physical facilities, the effect of all this that teaching and learning environment becomes not conducive. Student's dropout of the school and this could affect the goal of expanding access, retention and completion rate.

2.13. Teachers Related Factors

As cited in koangyang (2014) the qualities of teaching staff in schools affect the internal efficiency of schools. The characteristics that are related with qualities of teachers, qualification experience, motivation of classroom management and their interaction with students' academic achievement in results of the study are reported as follows. As Harmison and Hanusheck, in Nebiyu (1999) summarized 96 studies conducted on relationship between teacher education and 23 students' academic achievements 35 of them showed positive relationship. However, the studies were found on the other studies conducted regarding teachers experience salary, teacher people ratio on academic achievement. Over half studies were found to have insignificant effect. In contrast the above mentioned fact (Simmons and Alexander particularly studied school repetition rate in general (Bishop, 1989).For instance the effect of teachers input on cognitive achievement was studied by many researchers and the summary.

Alexander (1986) reviewed many research findings and stated the following conclusions. Weaknesses in teachers are lack of ability to discipline, and maintain order teacher an extremist too strict or too sentimental, indulging children in too much freedom., Seeming and hearing too much, bothered by frivolities using improper penalties or offences, Poor teaching due to immaturity, lack of training short tenure, disinterested attitude, lack of daily perception, approving poor work etc. Lack of understanding of child nature; bothered by children questions impatient with child's slow development, Weak and unimpressive personality; no pleasing voice lack of poise all sincerity distrust pupils showing uncontrolled emotions (B.M Sharama, 2009).

2.14. Student Related Factors

Home influence plays an important role in academic performance. According to Pasacharopoulos (1985) dropout and repetition appear to be most common among students from low socio-economic background, and are more prevalent in the rural areas than the urban areas and among female students than male students.

A decision to enroll student in a school is purely a parental responsibility. Studies by Alexander and Simons (1975) in developing countries, Kenyan inclusive education concluded that student's achievement in school was determined by home background and individual personality. Parents who portrayed positive attitude towards their children are seen to have enthusiastic responsible and optimistic children who feel accepted and end up performing well in (2000), observed in Kenya rural students tend to seek help from parents and teachers, more than urban students, and parents more than teachers play a major role in career decision making process. According to FEMSA (2005) sibling had also been found to be an influential factor when choosing career path boys with all male siblings have been found to hold masculine vocational interests, while girls with female siblings hold feminine ones. It has also been noted that older siblings act as significant role models for younger siblings.

According to Dougals (1964) unskilled parents are of low educational attainment. A study by Burger (1969) asserted that one's social class determines the amount of education of one's children. The researcher so ought to find out how the amount of work at home, parental attitude, towards education, home environment, the family size, family financial burden the parenting style, the parental educational level, home related factors affect academic performance of the day

schools. From the study home related factors greatly influence the academic performance the student.

2.15 Health Related Factors

The academic achievement of America's youth is strongly linked with their health. Healthy students are better learners. Health related factors such as hunger, physical and emotional abuse .and chronic abuse illness can lead to poor school performance. Health risk behaviors such as early health initiation, violence, unhealthy eating, and physical inactivity are inconsistently linked to poor grades test scores and lower educational attainment. Learning national educational organization recognize the close relationship between health and education, as well as the need to foster health and wellbeing of educational environment for all students. Schools are the right place for health start. Scientific reviews have documented that school health programs can have positive effects on academic outcomes. Similarly programs that are primarily designed to improve academic achievements are increasingly recognized as important public interventions (Tom Frienden, 2016).

Schools play a critical role in promoting the students and safety of young pupil and helping them to establish lifelong healthy behaviors. Some researchers have also shown that health programs also have shown that all school programs can reduce prevalence of health risk behaviors among young people have positive effect on academic achievements. Risk behaviors among students create tools help in schools. For instance as on study conducted in Egypt reports among enrolled girls who lived two kilo meters from their school was achieved 8/100 lower than that of girls who lived one km from their school. Whereas for boys who lived further away was 4%. (David J. Sencer, 2015).

2.16 Factors Contributing to Girls Students Drop out and Boys Dropout

Past reviews on the drop out issues does not occur through single factor. It has composition of several factors. Numbers of several studies have been conducted on girl's dropout issues, based on particular societies and cultural perspectives in various parts of the world, for better demonstration all factors are divided in to four groups, which are economic factors, house holder level, cultural factors, parental investment for children wellbeing can sometimes become gender based.

Although, parents are an altruistic to the gender of their children, they do not invest education equality for all (S.M.Shahdul, 2015).

In this regard, there are considerable evidences in the literature (Gilik and Sahan, 2000; Kingdom 2005) supporting the view where by that, there is gender bias or bias in case of parental investment in children. In addition to these Leung and Zang (2008) found that parents preference for sons encourage more of them to invest for their sons, wellbeing to care of parents in the future. In fact parental gender bias investment occurs particularly when parents have limited lower income resource causing girls to live the school than boys. For instance Fuller and Liang (1999); Iriant and Hallman found an association between families financial strength and likely hood of the daughters drop out in Africa. Schooling costs direct and indirect costing are important factors for the education of children, schooling fees as central reason for early dropout from schools. Schooling coasts are linked to the gender of children as parents are sometimes become unwilling to pay schooling fees for their children. For instance Brown and park (2002) investigated that in rural parents incapability to pay compensates school fees was 47% of girls dropped out. Factors for boys dropouts are, drug abuse with exposing money, truancy, poor academic performance and low education aspiration, low socio economic status, poor family educational back ground, teachers side lining for pushing out, boring lessons, demoralization because of poor economic back ground, school related problems, peer influence, poverty, trendiness, bad conduct social aggressions health problem corporal punishment were major factors for boys students dropouts.(Njer,irerDaisy 2016).

2.17 Absenteeism

Research also indicates that irregular attendance can precursor for dropping out from school regardless of the gender of pupils. However, it can be argued that school absenteeism can be some what chausses for early drop out from school. Manacorda (2012) argues that girls are at greater risk of absenteeism and drop out have lower educational achievement than boys in upper primary school and secondary school. There are some girls dropouts because of absenteeism. For instance teenage, pregnancies are common and associated with frequent absence from school. Initially there are also permanent and temporary drop out due to child labor or house hold work. Absenteeism in this regard Gran (2013) indicates that female students were likely to be absent if their toilet at school was dirty. In addition Negales (2005) found that in Ethiopia female students were often absent in class during menstruation and frequent absence led them to drop out from school.

2.18 Poverty

Dan *et al* (2009) have found that in South Africa the single most influential factor that causes children to drop out of school is an economic problem. In poor countries parent often take the expectation that, the children should take an economic responsibilities, so that the families can cope the result that children drop out of school to earn money. Groden in Donald *et al*(2002) take on other family and social responsibilities. In the study conducted porteous clacherity, Midiya Pelo Matasai, Quwabe and Donald where the factors are laying in school non attendance in three poor marginalizing countries in South Africa were analyzed. The findings revealed that poverty was judged to the most coon(black) primary and contributory reason for children for being out of school. This findings were supported by ever act and findings as cited by (pillary 1996). These authors have done a national survey out of school children in South Africa and reported the main reason given by respondents for dropping out of school was financial crown, as cited by pillary and are acknowledged with those tangible findings we used.

2.19 Factors Related to the Community

In socially economically marginal regions, communities are not deeply involved as external factors. Informal education depends upon the nature of the community, this may also happen of parents of children in the school. For this reason, lack of time, energy and sense efficiency required for such involvement, lack of appreciation of the overall objectives of education mismatch between what the parents expect of education and what the school is seen as providing the believe that education is essentially the lack of the state of the length of time required to realize the benefits of better schooling, ignorance of the structure function of the school. The schools are disinterest or resistance to community or parental involvement in what is often seen as specialized and professional matters and underestimation of parents of their own competence in educational issues and the fear of being blamed for their children back wardress (Ferew2003).

The involvement of community and parents is largely extractive in nature, that is community participation is limited to the provision of resources, money materials labor, or other substantial involvement in consultation or management or control or in diagnosis of needs, the development and implementation of school policies the design of educational content or the delivery of such content is usually disco strained (Firew2003).

The study by Homes (2005) found out that over all females receive less education than males and they tend to dropout or are with dropping earlier for both economic and cultural reasons. The study further argues that the opportunity cost of sending female children to school in rural areas, where girls are married quite early is because it benefits their schooling will not acquire to their parental house hold. Similarly Kasente (2004) and Kakuru (2003) explain how early marriage influence children dropping out of school especially. As regards the girl child as it is perceived by parents that marrying of the girl child is an escape route from poverty .Uganda participatory poverty assessment UPPAP (2000) indicates that marrying off girls would benefit her family in terms of attaining bride price. Odiga and Heneveld (1995) further noted that parents worry about wasting money on the education of girls, because there are most likely to get pregnant or married before completing their schooling and that once married girls become part of another family and the parental investment in them is lost. This therefore, perpetuates parents discouraging the child from continuing with school. Findings with regard to the impact of parent's education on schooling of children show that the children of more educated parents are more likely to progress further through school. Holmes (2003) shows that this impact differs by gender the education of the father increases the expected level of school retention of boys and that of mothers enhances the educational attainment of girls, similarly other studies by (Behrman *et al.*, 1999).

Lockshin (2001) reported a consistently positive and significant of fathers and mother's education at all levels of education except at secondary school level. UNICEF (1999); MOES (1995) government of Uganda (1999); Horne (1992), all demonstrate parental decisions do affect children retention. Students whose parents monitor and regulate their activities ,provide emotional support encourage independent decision making and are more involved in their schooling are less likely to drop out of school. UNICEF (2005) notes that girls are more likely drop out of school than boys and those pupils whose mothers have not attained any level of education will most likely dropout of school or repeat in the class.

2.20 .School Policies Challenges

Schools have their own operational policies and regulation in relation to teaching learning process and assessment of students learning that affect repetition and dropout rates. These policies multi grade teaching shift system, language policies, promotion policies, etc. are some of the school based policies. Some of these policy factors have their own positive or negative impact on schools

internal efficiency performance. For instance according to Iscomon (1972) 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. Additionally school policies that affect educational wastage are the promotion policy or examination regulation.

2.21. Theoretical Frame Work

Theoretical frame work is a frame work based on concerning theory but not practical experience. System is any pattern with elements, which are related in an efficiency constant manner to validate attention. Ludwig von Bertalanffy initially proposed general systems theory in 1928, According to Ludwig a system is featured by interactions of its components and non-linearity of the interactions, the system can be controlled or uncontrolled. The researcher considers secondary schools as processing systems comprising of different component. Teachers, students (Promoted students, dropped outs , repeated student) administration ,parents, resources, workers and facilities in schools, processed through teaching and learning to give rise to finished products form graduates. The more the school system is effective, the more graduates are produced without wastage.

Both human capital theory and the systems theory reinforce the main purpose of education. That is to improve learner's ability to make positive contribution in controlling and shaping of environment and degradation. Educationalists and policy makers emphasized that developing countries need to invest more in education and insure the systems of education are managed efficiently. That limited national resources allocated to the education sector yield maximum impact that cost recovery .The independent variables include aspects of internal efficiency of teacher's academic and professional levels, of training, teaching and learning, material resources and physical facilities student related factors and school locations and leadership related factors are intervening general variables .measures are adopted. Even though those two theories lack at kernel machines to be sharpened poor betel production, they still prove the study since Ethiopia is one of the developing countries (Robertkirocker, 2006; Ludwig Bertalanffy, 1968)

2.22.1 Conceptual Frame Work is the Frame Work Based on Ideas.

The interactions of this independent and dependent variables during the teaching and learning process in schools may affect the independent variables positively or negatively. The dependent variables are the main determinants of internal efficiency of schools. They include promotion repetition rate and dropout rate and performance in GSLCE. If teachers professional training, available, teaching learning resources, and physical resources and facilities are fulfilled, high completion rates, high retention rates low dropout rates, excellent performance and low absenteeism rate and high internal of efficiency (Nyanya onguwera, 2015).

2.22.2 Inter Relationship

Among factors affecting completion rates in education wastage; the conceptual frame work shows the inter relationship between influencing completion rates. Socio economic factors, level of income of parents, level of education, doing house hold chores and family size influence the progression and completion of pupils in education 100% in enrollment, survival rate, retention rate and completion rates will enhance internal efficiency and reduce wastage 100%.

In the school system the following are some times assumed, interpreted as measurements of internal efficiency of school system. Parents, education level, parent's level of income, doing house hold chores, family size, low completion rates, repetition rates and dropout rates (Damaris kasiyoka, 2014).

CHAPTER THREE

3.0 .RESEARCH DESIGN AND METHODOLGY

3.1. Design of the Study

Research design is the plan of action that links the philosophical assumptions to specific methods (Creswell and Plano lark, 2007).In order to identify and assess the internal efficiency of Becho Woreda Secondary Schools and there by recommend constructive ideas, it is necessary to conduct a descriptive survey research design in the schools. Concerning this, Best (1970) and Yalew Endawoke (1998) explained descriptive research is concerned with: Conditions or relationships that exist; practices that prevail; beliefs, Points of views, or attitudes that are held; processes that are going on and effects that are felt; or tends that are developing.

This is so because descriptive research sets out to describe what is and it is used to draw valid general conclusions in its natural setting (Mike Palm Quist 1999).

3. 2. Methodology of the Study

Methodology is the set of methods used for study or action in particular subject, science or education, but research method is planned way of conducting research from title to conclusions.

The study employed mixed method on the assumption that, it could help to assess the internal efficiency of Becho woreda secondary schools, which includes quantitative data with close ended, information, and such as that found to measure attitudes, behaviors and the amount of responses of principals ,department heads, teachers, dropped out students and repeated students, to answer quantitative questions. Open ended questions, such as interview was held with PTAS, woreda education office department heads, and, some with principals. The reason why the researcher used mixed method was, the method can describe the status of the internal efficiency of Becho woreda secondary schools by triangulating quantitative and qualitative data.

3.3. Participants

The target populations of the study were 70 available repeated students, 60 dropped outs, from surrounding, 42 all teachers, 9 all department heads 5 principals ,14 PTAS members and 2 WEO department heads. The repeated students and dropped out students were selected by availability and random sampling technique and teachers, principals, WEO department heads and PTA were selected by purposive sahods They can realistically represent, the whole population, and they were members of the total population. To get the responses they were easily found in the school and around the school.

3.4. Sample and Sampling Techniques

The sampling techniques were simple random (cluster) sampling with availability and purposive sampling techniques, to conduct the study. Because the objectives of the study was to assess the internal efficiency and causes that increased repetition, drop out and low promotion rates of Becho worda secondary schools with reliable samples. From the respondents repeated students and dropped out students were sampled by availability sampling technique. Principals ‘department heads, teachers, Woreda education office department heads and PTA members were sampled by purposive sampling technique. From the samples denoted totally 42 all teachers, 4 principals, 60 dropped outs found available by 5clusters, 70 repeated students, 14 all PTAS,, 9 all department heads and 2 random of WEO department heads were sampled. The WEO department heads were curriculum text books and educational materials distribution department head and WEO inspection department head were sampled as the best respondents. The reason why they were selected as sample were all population were more or less included in the sample or all of them were sampled to keep validity.

Table2. Distribution of Sampled Schools and Participants

Sampled Schools	Sample															
	Principals		Teachers		Dropped out		Repeated students		Dept heads		PTAS		W/E/O/H /		Total	
	N	SP	N	SP	N	SP	N	SP	N	SP	N	SP	N	SP	N	SP
Becho 9-10	2	2	16	16	40	40	30	30	3	3	7	7	2	2	100	100
Becho prep.	1	1	12	12	-	-	-	-	3	3	-	-	-	-	16	16
Leka	2	2	14	14	30	30	30	30	3	3	7	7	-	-	86	86
Total	5	5	42	42	70	70	60	60	9	9	14	14	2	2	202	202

Key: N-total population

SP –sampled population

3.5. Instruments of Data Collection

To collect the necessary data from the respondent's three kinds of instruments were used. Those instruments were questionnaire, interview, and document analysis. The questionnaires were open ended questionnaire and close ended questionnaire'

3.5.1 Open Ended Questionnaire

They were questions which don't hinder the respondents to find out what they want to say by their responses. The questionnaires were responded by PTAS and woreda education department heads.

3.5.2 Close Ended Questionnaire

These questionnaires prescribe the range of respondents from which respondents might choose and are quick to complete and straight forward their responses easily. They never permit the respondents to add any item. Those questionnaires were responded by teachers, principals repeated dropped out students and by WEO and PTAS. The reason why close ended questionnaire was selected was it converts observations into discrete units that can be compared to other units by statically analysis. It focuses on explanation, prediction and proof .Like qualitative research, quantitative research, is commonly used to investigate research questions.

3.5.3 .Interview:-Interview was responded by PTA and Woreda education office department heads. The reason why this instrument was selected was, the interview was better instrument to identify the causes of dropout and repetition, and at the same time delimits the interference of the researcher

3.6 Procedures of Data Collection

After questionnaires were prepared the following procedures were followed by the researcher. First the researcher went to Becho woreda education office to get permission letter of conducting research, on the internal efficiency of Becho woreda secondary schools and collect data. Then after the permission, the researcher went to the schools and again submitted permission letters to the secondary schools and started the process. After that the whole ideas and the content of the questionnaires were under discussion with the principals, teachers, department heads, PTAS

dropout students and repeated students. W.O.E department Heads. Lastly the questionnaires were distributed to the respondents and data were collected.

3.7 Document Analysis A rich source of evidence for a deals researcher could be found in documents such as, newspapers letters, diaries, memos, scripts and statistics documents, service records and records of organizations Any written account which with curriculum or the educational concern can illuminate the rational and purpose in an interesting way. It can provide the researcher with facts pertaining to the subject and serve to clarify the background history of the topic, events or subject of the investigation (Cohen *et al*, 2000). Becho woeda secondary schools written statistics was the necessary document to the researcher and the researcher made document analysis from Becho Woreda education office and the two secondary schools including preparatory. The data was collected and analyzed, from the trends of secondary schools 5 years student's enrollments, survival, promotion, repetition and dropout rates.

3.8. Method of Data Analysis

Both quantitative and qualitative data collected from different sources, were organized and presented in the way that it can give answers to the basic research questions. The quantitative data that indicate the number of students repeated the class ,and dropped out students of the school system were organized in tables, were calculated using percentages and illustrated in terms of average of secondary schools of Becho Woreda. The documents were more of quantitative which would indicate the number of repeated student's grade and dropped out of the school system from the years 2003-2007. More over primary data was collected through questionnaires tabulated with, in number, percentage, frequency; mean, standard deviation and percentage to compare them with each mean and average of the total numbers we used to compare groups responses. All are used to compute the datum in tables with the analysis variance at alpha level to get the significance difference. The best reliable way of finding the internal efficiency of education in the study was to follow cohort analysis which starts from 2003-2007 in percentages. Cohort analysis means a subset of behavior analysis of data by seeing patterns of time. In addition the major factors that affected the internal efficiency of secondary schools were attempted with interview in total idea relationship and similarity of the respondents or the groups.

3.8 .1Validity and Reliability

Validity refers to the extent to which assessments are consistent just as we enjoy having reliable. Validity is described as the degree to which research study measures what it intended to measure. Checking the validity and reliability of data collecting instruments before providing to the actual study subject was the core issue to assure the quality of the data (Yalew Endawoke, 1998). To ensure validity of instruments were developed under close guidance of the advisors and a pilot test had been carried out to pre-test the instrument. In addition, to avoid ambiguity and unclear statements, the draft of questionnaire had been first tested with Becho secondary school teachers (10), students (10), and PTA committees.(2).Based on the respondents' response some improvements are made on the questionnaire to make it clear and relevant to the basic questions so as to get more valuable information. For example, some questions which are found unnecessary are cancelled; some unclear statements were also elaborated.

Through pilot test the researcher: (1) assessed the practicality and appropriateness of the questionnaire and provided an indication whether the items need further refinement; (2) obtained teacher's suggestions and views on the items; (3) determined the level of difficulty of the items; and (4) Assessed the reliability of the questionnaires.

Then after, internal consistency reliability estimate was calculated using Cronbach's Coefficient of Alpha for the questionnaires. The researcher found the coefficient of Alpha (α) to be 0.874 which is regarded as strong correlation coefficient by (Jackson, 2009). Supporting this, George and Mallery (2003) and Cohen, L.*et al.* (2007) also suggested that, the Cronbatch's alpha result >0.9excellent, >0.8good, >0.7acceptable, <0.6 questionable, <0.5 poor. The table 3 below indicates the computed reliability coefficient of the pilot test.

Table 3: Reliability Coefficients of the Assessment of Internal Efficiency

No	Major Categories of Practices and Challenges	Reliability Coefficients
1	Social and cultural factors	0.902
2	Economic factors	0.875
3	Inter school related factor	0.826
4	Students related factors	0.867
5	Administrative factors	0.866
6	Teachers related factors	0.874
7	Common causes of dropout and repetition	0.913
	Average Coefficient	0.874

3.9. Ethical Consideration

The purpose of the study had been explained to the participants and the researcher had been asked their consent to answer questions in the questionnaire or interview guide and also informed that the participants, that information they provided was only used for the study purpose. Accordingly, the researcher had used the information from his participants only for the study purpose. In addition, the researcher ensured confidentiality by making the participants anonymous (unknown).

CHAPTER FOUR

4.1 DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter deals with the findings of the study and data presentation, analysis and their interpretations. It is divided into four parts. The 1st part deals with back ground of the respondents. The 2nd part assesses the documents from the three schools, woreda education office and the data collected from the three secondary schools found in the woreda. The 3rd part assesses the data collected from the responses of principals department heads, teachers, dropped out students, repeated students PTAS and WEO office department heads.

Table 4 Characteristics of Respondents

Characteristics		Respondents													
		Principals		Teachers		Drop outs		Repeated sts		Department heads		PTAS		WEO D/Heads	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
Sex	Male	4	100	30	75	30	60	28	46.66	9	100	12	92.3		100
	Female	-	-	10	25	20	40	32	53.33	-	-	1	7.66	-	-
	Total	4	100	40	100	50	8.92	60	85.71	9	100	13	100	2	100
Age	14-20	-	-	-	-	45	90	53	88.33	-	-	-	-	-	-
	21-30	3	66.6	38	95	5	10	7	11.66	9	100	4	30.76	-	-
	31-40	1	33.3	2	5	-	-	-	-	9	100	9	69.23	2	100
Experience	1 - 10Ex	4	100	14	100	-	-	-	-	9	100	-	-	2	100
	11_20	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Educational level	1—8														
	G9-12	-	-	-	-	50	100	60	100	-	-	8	61.53	-	-
	Certificate	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	10+3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	12+2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	B.A	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	BED/BS	4	100	40	100	-	-	-	-	9	100	5	38.46	2	100

The study result shows that majority of the school principals and department heads were males 100%, while the share of female %. From this it can be concluded that the school leadership is male dominated.

Regarding teachers 30(75%) were males and 10(25%) of them were females with BED educational status and with service years 5 -10 years only .From the analysis it can be concluded that teaching profession was male dominated like the school leadership with females

Sampled dropped out students 30(60%) were males and 20 (40%) were females, and their grade level was 9-12, and repeated students sex were 28(46%) were males ,and 32(53%) were females. From the analysis dropped out students were males, because they help in farming and repeated students were females dominated because they help in house chores or in the kitchen

Most PTA members 12 (93.30%) were males with only 1(7.66%) females, 4(30.96 %) of them were in the age group between 21-30, while, the rest are about 31years, 4 (30.76%) of them were youngsters and the rest were 9_12 grades. From this it can be concluded any authority given to the committee was male dominated.

4.2. Total Cohort

4.2.1 Total Becho Woreda Secondary Schools Students Enrollment, Promotion, Dropout and Repetition rates by sex.

Table 5

Year	Grade	Sex	Efficiency Indicators							
			Enrollt	%	Promotes	%	Repeaters	%	Dropouts	%
2003	9	M	366	59.70	299	48.77	35	5.7	32	5.22
		F	247	40.29	183	29.85	40	6.52	24	3.91
		T	613	99.99	482	78.62	75	12.23	56	9.13
	10	M	113	50.22	45	20.00	57	25.33	11	4.88
		F	112	49.77	37	16.44	65	28.88	10	4.44
		T	225	99.99	82	36.44	122	54.21	21	9.32
2004	9	M	239	50.10	137	28.72	32	6.70	70	14.67
		F	238	49.89	150	31.44	39	8.17	49	10.27
		T	477	99.99	287	60.16	71	14.88	119	24.94
	10	M	299	62.033	81	16.80	159	32.98	59	12.24
		F	183	39.96	35	7.26	133	27.59	15	3.11
		T	482	99.99	116	24.06	292	60.58	74	15.35
2005	9	M	299	53.39	135	24.10	104	18.57	60	10.71
		F	261	46.6	140	25	81	14.46	40	7.14
		T	560	99.9899	275	49.10	185	33.03	100	17.85
	10	M	143	28.87	37	12.89	92	32.05	14	4.87
		F	144	50.17	49	17.07	82	28.57	13	4.52
		T	287	99.99	86	29.96	174	60.06	27	9.40
2006	9	M	228	50.55	122	27.05	56	12.41	50	11.08
		F	223	49.44	129	28.60	65	14.41	29	6.43
		T	451	99.99	251	55.65	121	26.82	79	17.51
	10	M	139	79.42	80	29.09	47	17.09	12	43.63
		F	136	49.45	72	26.18	51	18.54	13	4.7
		T	275	99.99	152	55.27	98	35.63	25	9.09
2007	9	M	318	53.62	208	35.07	71	11.97	39	6.57
		F	275	46.37	204	34.40	52	8.7	19	3.20
		T	593	99.99	412	69.47	123	20.74	58	9.78
	10	M	82	50.93	73	45.34	8	4.96	1	1.21
		F	79	49.06	63	39.13	16	9.93	-	-
		T	161	99.99	136	84.47	24	11.89	1	0.62
	11	M	13	32.5	13	32.5				
		F	27	67.5	27	67.5	-		-	-
		T	40	100	40	99.98	-		-	-

Data source Becho Woreda Education Office From 2003__2007 (Report)

The above table 4 shows Becho Woreda secondary schools students' total enrollment promotes, repeaters, dropouts by grade and by sex. At the beginning, the total enrollment of 9th grade, from 2003-2007 was 1450 (53.82 %) males, 1244 (46.17%) females and totally 2694(100%) were enrolled. The difference between the two sexes was seen due to the community awareness towards education. From the total enrollment 901(33.44%) males,806 (29.91%) females and totally 1707(63.36%) students were promoted to 10th grade with the only difference 101(5.91) students.

On the other hand from the total enrollment 2694 students 298(11.06%) male students repeated 277(10.28%) female students repeated and totally 575(21.34) students repeated with the difference between males and females 21 (0.779%) students. Additionally from the total enrollment 2003-2007, 251(9.31%) male students161 (5.97%) female students were dropped and totally 412 (15.29%) students were dropped with the difference between males and females (3.34%).

Relatively in the same year in 10th grade 770 (53.84%) male students 654 (45.73) female students, totally1424 (100%) students were registered with 116 (8.14%) gender disparity. From the total enrollment 316 (22.19%) male students 256 (17.97%) female students were promoted to the next grade with the difference 60 (4.21%) students. The analysis shows that less attention was given to girls students. On the other hand from the total enrollment of 2003-2007, 363 (25.49%) male students. and 347(24.36 %) female students with only 16 (0.38%) students scored below the minimum requirement. Relatively from 2003-2007 in 10th grades only 91(6.39%) males and 51(3.58%) female students dropped with the difference 40 (2.80%) male's students. The findings showed male students were absent and registered as wastage because of farming than girls.

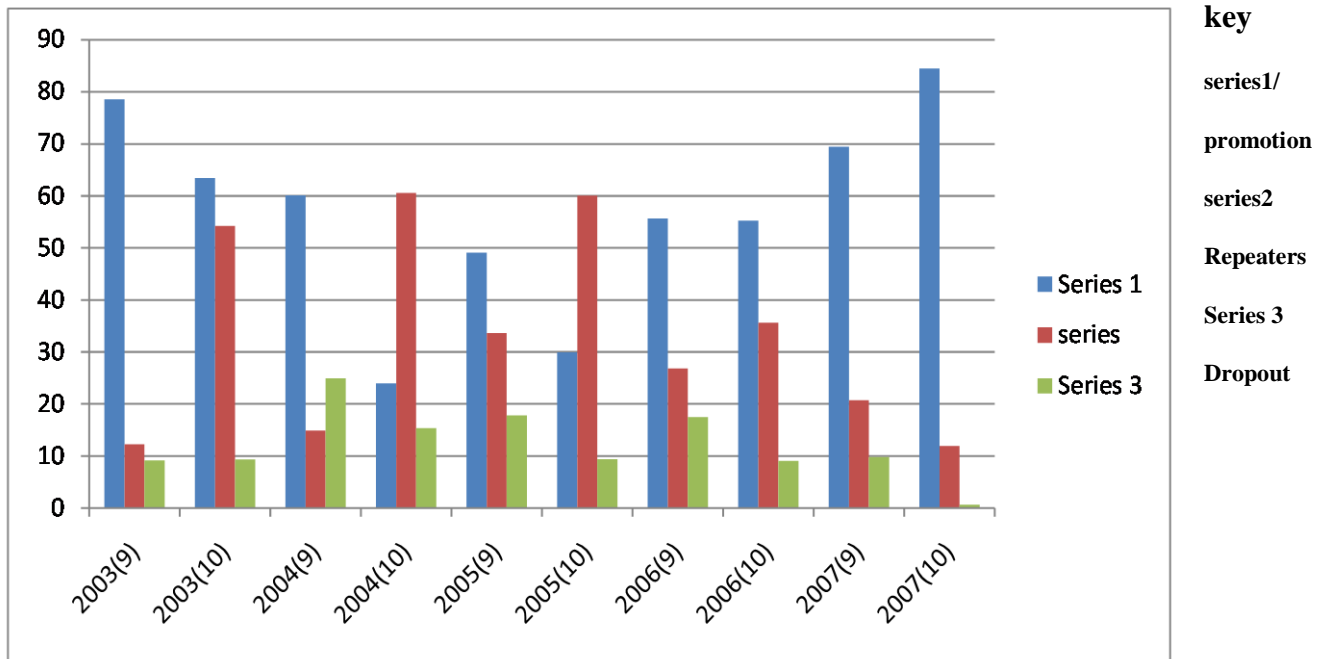
4.2.2. Total Cohort from 2003-2007 In Numbers (Enrollment Promotion, Repetition, Dropouts)

Table 6

Efficiency	2003		2004		2005		2006		2007				Total
	9 th	10 th	9 th	10 th	9 th	10 th	9 th	10 th	9 th	10 th	11 th	12 th	
Enrolment	613	225	477	482	560	287	452	275	593	161	40		4165
Promoters	482	82	287	116	275	86	251	152	412	136	40-	-	2319
Repeaters	75	122	71	292	185	174	121	98	123	24	-	-	1285
Drop outs	56	21	119	74	100	27	80	25	58	1	-	-	561

Data Source: of Becho WEO2003-2008

Fig. 1 Students Enrolments Promotes, Repeaters and Drop outs from 2003-2007 in %



The finding shows low promotion rate 2319(55.67) high repetition rate 1285 (30.85) and high 561(13.6%)

4.2.3 Students Enrolments, Promotes, Repeaters and Drop outs from 2003-2007 in % (Table 7)

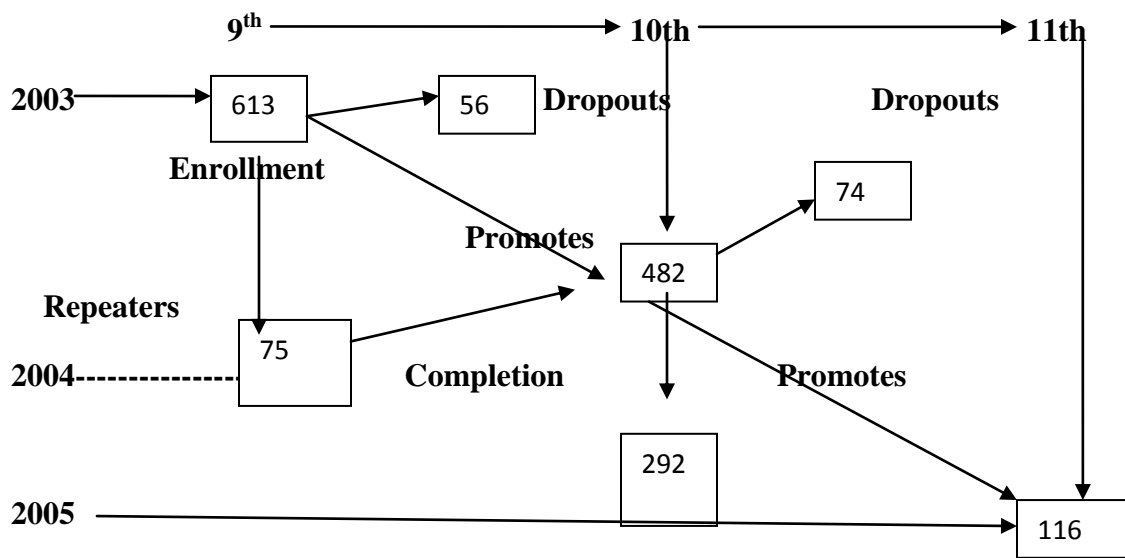
Efficiency	Series	2003		2004		2005		2006		2007			Total	
		9 th	10 th	9 th	10 th	9 th	10 th	9 th	10 th	9 th	10 th	11		%
Enrollment		613	225	477	482	560	287	452	275	593	161	40	4165	100
Promotes	1	78.62	36.44	60.16	24.06	49.10	29.96	55.65	55.27	69.4	84.47	40	2319	55.67
Repeaters	2	12.23	54.22	14.88	60.58	33.03	60.62	26.82	35.63	20.7	14.9	-	1285	30.85
Drop outs	3	9.13	9.33	24.94	15.35	17.85	9.40	17.73	9.09	9.7	0.62	-	561	13.34

Source: Becho Woreda Education Office 2003-2008

In computing promotion rates, repetition rates and dropout rates, out of pupils in secondary schools in Becho woreda, between the years 2003-2007, data were collected from the three secondary schools inventory and WEO. The cohorts of pupils in the year 2003 were 613 students. Among these students 484 were promoted to 10th. In the same manner in the year 2004, 477 students registered, 287 students promoted. In the year 2005, 560 students registered and 275 students promoted. In the year 2006, 452 students registered and 161 students promoted. In the year 2007, 593, students registered and 412 students were promoted respectively. The data collected were analyzed using frequency count and percentages. The findings are presented in the table 3 and

4. The number of promotes in grade 9 were high and low in grade 10 until 2005 and was improved in 2006 and 2007. Generally, the findings show the numbers of dropouts and repetition rates were at fluctuating trend. In computing the promotion rate, repetition rate and dropout rates in schools, the following cohort analysis briefly shows.

4.2.4 Cohort from 2003-2004 **Fig 2**



Data Source WEO 2003-2004

Using the cohort analysis, the promotion rate, repetition rate and dropout rates in cohort from 2003-2004 of grades 9 and 10 were seen below. In 9th grade, there were 613 students enrolled, and 482 students promoted to 10th and 482 students were registered to learn, and among those students 116 passed the GSLCE, 292 students scored below the minimum requirement or 2.00, and 74 students dropped out. From the analysis of 2003-2004 promotion decreased from 78.62 to 24.06 and in 2004 the repetition rate increased from 12.23 to 60.58. In the year 2004, again in the case of dropout in the year 2003 was increased from 9.13 to 15.35. The finding in the overall analysis from 2003-2004, it had been found the promotion rate of 9th grade was high and low in 10th grade, and some dropout rate was seen in both.

4.2.4 Students Enrolments, Promotes Repeaters and Dropouts in Percentage

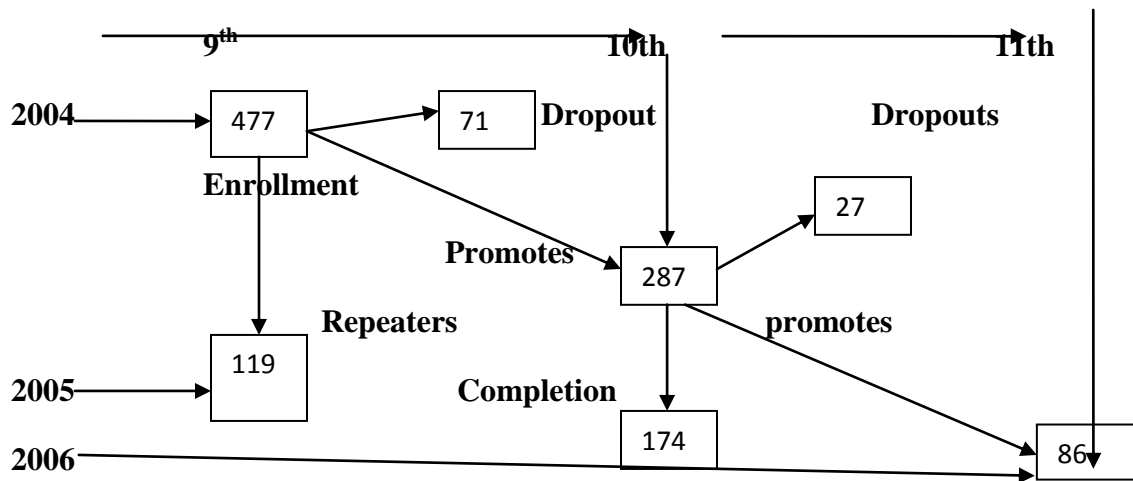
Table 8

Grade	Enrolment	Promotes	%	Repeaters	%	Drop outs	%
9 th	613	482	78.62	75	12.23	56	9.13
10 th	482	116	24.06	292	60.58	74	15.35
Total	1095	598	54.61	367	33.51	130	11.87

Data Source WEO Report 2003-2004

4.2.5 Cohort from 2004-2005

Fig 3



Secondly in the year 2004, the students enrolled in grade 9 were 477. From the analysis, 287 (60.16%) students promoted to 10th, 119(24.94) students repeated and, 71(14.88%) students dropped out. Among those, all 287 students registered or attended in 10th grade, only 86 (29.96%) students promoted, 174(60.62%) students scored low results below 2.00 and 27(9.40%) students were dropped out. Again the findings from the analysis in 9th grade there was good promotion rate, and low result in 10th grade and some dropouts were seen.

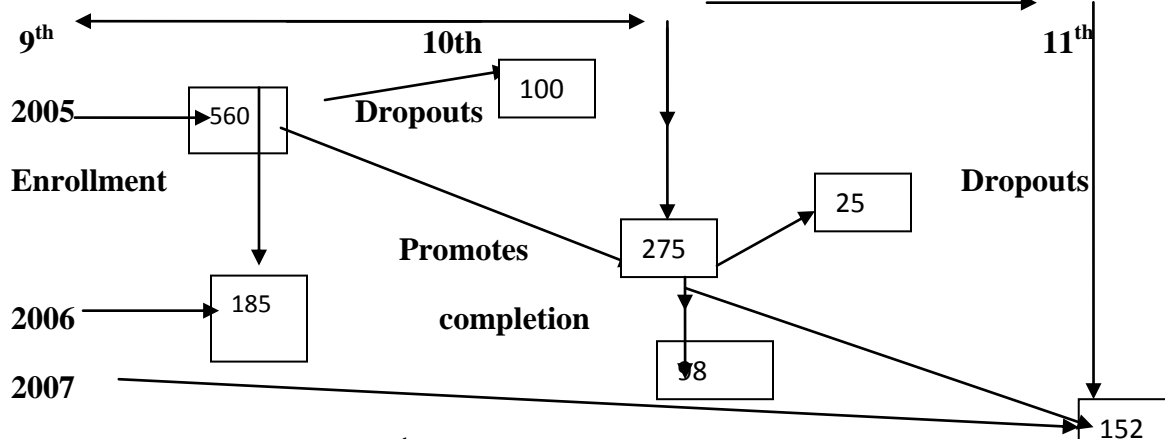
Table 9 Cohort 2004-2005

Grade	Total Enrolment	Promotes	%	Repeaters	%	Drop outs	%
9 th	477	287	60.16	71	14.88	119	24.94
10 th	287	86	29.96	174	60.62	27	9.40
Total	764	373	48.82	245	32.06	146	19.10

Data Source WOE 2004-2005

4.2.6 Cohort from 2005-2006

Fig 4



Thirdly in the year 2005 in 9th grade, 560 students were enrolled. From the total enrollment 275 (49.10%) students promoted, 185 (33.03%) students repeated and 100 (17.85%) dropped out

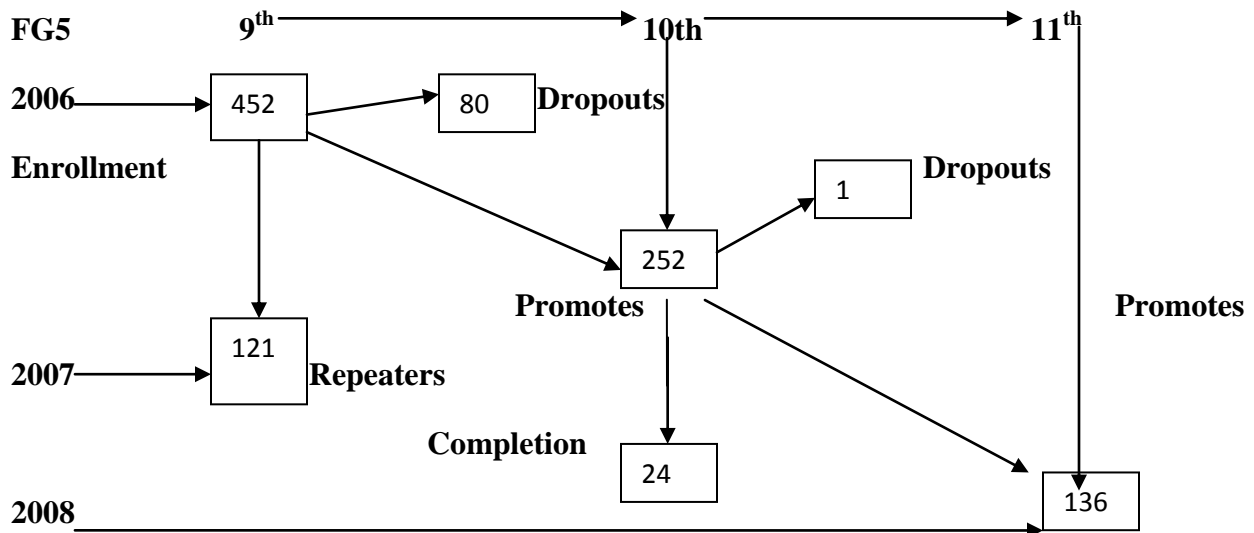
students were seen. Totally from promotes in 2006 all 275 students were enrolled in 10th and 152 (55.27%) students scored good results in GSLCE, and improved the promotion rate, decreased number of low scoring student's that recorded in 2004-2005 from 60.62% to 35.63% and also minimized the dropout rate to 9.09%.

.Table 10 Cohort from 2005-2006

Grade	Total Enrolment	Promotes	%	Repeaters	%	Drop outs	%
9 th	560	275	49.10	185	33.03	100	17.85
10 th	275	152	55.27	98	35.63	25	9.09
Total	835	427	51.13	283	61.19	125	14.87

Data source Becho WEO 2005-2006

4.2.7. Cohort 2006-2007



Fourthly in the year 2006 in 9th only 452 students were registered in both secondary schools. From those students only 252(54.47 %) students were promoted to 10th, grade, 121(26.82) students were repeated, and 80 (17.73 %) students were dropped out from the enrollment. The promotion rate was improved to 54.47, the repetition rate was also improved from 33.12 to 26.22 with fluctuating trend and dropout rate was decreased from 17.85% to 17.73%

On the other hand in the year 2006 in 10th grade only 161 students were registered in both secondary schools. From those students only 136 (84.47 %) students were promoted, 24(14.47%) students had scored, low result and 1(0.62%) student was dropped out from the enrollment. The findings show promotion rate was improved to 84.47 the repetition rate was also improved to 29.2 with fluctuating trend and dropout rate was decreased to 0.62%.

In addition to this, in the year 2007 among 136 students promoted to 11th grade, only 40 students were registered in preparatory program and completed 11th grade without wastage and promoted to 12th grade. But the wastage was 70.58% of promoted students were not enrolled in the preparatory program.

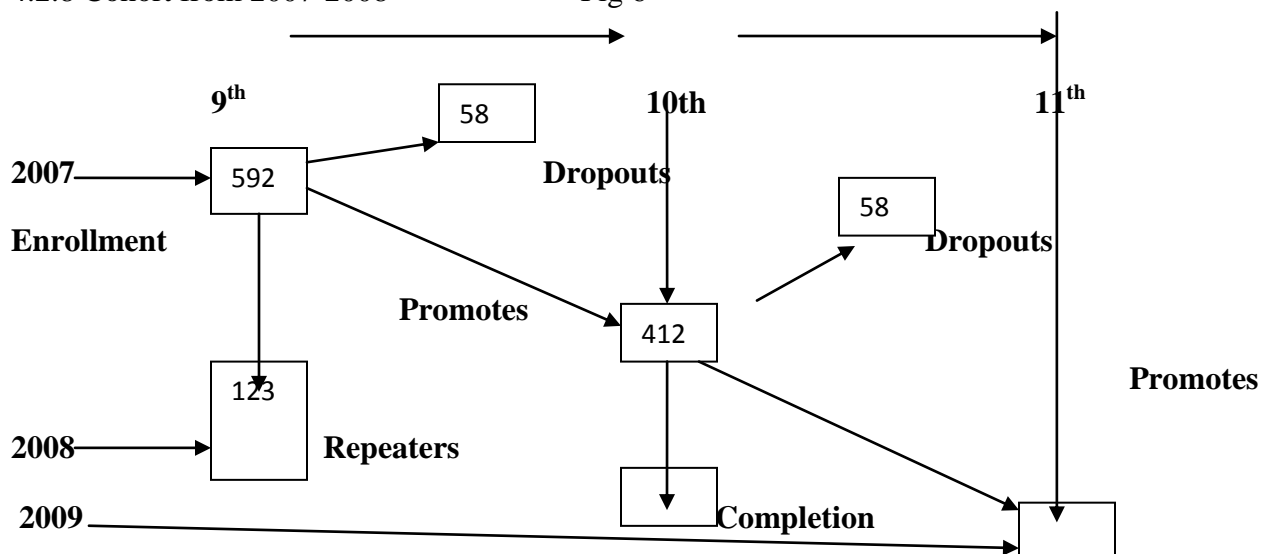
Table 11---Cohort 2006-2007

Grade	Total Enrolment	Promotes	%	Repeaters	%	Drop outs	%
9 th	452	251	54.47	121	26.82	80	17.73
10 th	161	136	84.47	24	14.90	1	0.62
11 th	40	40	100	-	-	-	-
Total	752	427	56.78	145	19.28	131	17.42

Data source Becho WEO and the two secondary schools 2006-2007

4.2.8 Cohort from 2007-2008

Fig 6



Fifthly in the year 2007-2008, among the total of 593 students registered only 412(69.9%) students promoted to 10th in both secondary schools and the promotion rate was 69.9% and repetition rate was 123 (20.07%.,) and also 58 (9.7%) were recorded as dropouts' rates(**Table 12 Cohort 20072008**)

Grade	Enrolment	Promotes	%	Repeaters	%	Drop outs	%
9 th	593	412	69.9	123	20.7	58	9.7
10 th	412						
11 th	40						
12 th	40						
Total							

4.2.9. Status of Becho woreda Secondary Schools Internal Efficiency?

Wastage ratio is computed as follows from 2003-2007

2003-2004 Explanation	$\frac{\text{Total year+ Students}}{\text{Graduates}}$	Key Standard
9 th . 613+75+56=744		$\leq 1 = \text{Efficient}$
10 th . 482+292+74=848		$> 1 = \text{inefficient}$
1095+367+130=1592	$\frac{1592}{598} = \frac{2.98}{2 \text{ years}} = 1.33 \text{ years (inefficient) wastage}$	

2004-2005

$$9^{\text{th}} 477+71+119=667$$

$$10^{\text{th}} 287+174+27=488$$

Type equation here. $\frac{1155}{345} = 3.08 \text{ years wastage} = \frac{3.08}{2} = 1.54 \text{ years Inefficient (Wastage)}$

2005-2006

$$9^{\text{th}} 560+185+100 = 845$$

$$10^{\text{th}} 275+98+25=398$$

$$\frac{\text{input ratio}}{\text{Output}} \frac{1243}{427} = 2.91 \text{ years wastage} = \frac{2.91}{2} = 1.45 \text{ years inefficient}$$

2006-2007

$$9^{\text{th}} 452+121+80=653$$

$$10^{\text{th}} 161+24+1=186 = \frac{839}{387} = 2.16 \text{ years wastage} = \frac{2.16}{2} = 1.08 \text{ years Inefficient}$$

4.3. To what Extent are the Following Social and Cultural Factors are the Causes of Students Dropouts and Repetition?

4.3 .1 Social and Cultural Factors

Table 13 Social and Cultural Factors (Response of Principals and Department Heads)

No	Item	Frequency of respondents				
		Principals		Department heads		
		Mean	S.D	Mean	S.D	G/M
1	Early marriage	2.6	1.077	2.93	1.142	2.76
2	Teenage pregnancy	3.57	0.851	3.33	0.992	3.45
3	Fear of Abduction	3.37	1.057	3.11	1.104	3.24
4	Gender disparity	4.1	0.896	3.83	1.199	3.96
5	Parent Health	3.88	0.825	3.82	0.923	3.85
6	Parent death	3.72	0.94	3.52	1.083	3.62
7	Family divorce	3.15	1.071	3.18	1.177	3.17
8	Religious issues	2.78	1.071	3.41	1.079	3.19
9	Distance from the school	3.35	1.102	3.5	1.082	3.42
10	Family awareness	2.6	1.077	3.18	1.177	2.8
11	Trading	3.57	0.851	3.41	1.079	3.49
12	Community culture	3.37	1.057	3.50	1.082	3.43
	Grand Mean & S.D	3.33	0.914	3.41	1.033	3.37
	t-value	-0.003				

,>3.5=very high >2.5-3.49Moderate >1.5-2.49 Low Below1.5 Very Low

As revealed in item 1 of table 13, shows the level of rating of principals and department heads on the factor early marriage with the mean value $X= 2.6$ and $X= 2.93$, unveiled their level of agreement over the issue as moderate level, that which lay down and was the strong cause for low internal efficiency or causes of dropout and repetition. This implies that both principals and department heads responded that early marriage was causes of drop out and repetition with indication of 1.077 and 1.142 standard deviation respectively and the result shows that, early marriage had fallen in to moderate mean value and standard deviation of the factor and level of agreement.

As item 2 of table 13 indicates the rating of principals and department heads teenage and pregnancy factor was cause of dropout and repetition, with the mean value of $X=3.33$ and $X=3.57$, that they unveiled their agreement level over the issue that teenage and pregnancy factor

was cause of dropout and repetition with indication of moderate mean value and standard deviation of 0.914 and 1.033 respectively.

As item 3 of table 13 indicates, the rating of principals and department heads with the Mean value of $X=3.37$ and $X= 3.11$, $SD=1.057$ and $SD=1.104$ respectively), unveiled their level of agreement over the issue that fear of abduction which is strong cause for low internal efficiency. This implies that both principals and department heads responded the factor fear of abduction which lays down quality education and internal efficiency. The analysis variance revealed that there is no significance difference among the mean scores of the study groups. The respondent's perception similarly seems to suggest a dropped and repeated students on fear of abduction is cause of dropout and repetition.

As item 4 of table 13 indicates, the rating of principals and department heads gender disparity factor was causes of drop out and repetition with indication of the mean value of $X= 4.1$ and $X= 3.83$ respectively and the result shows that gender disparity was fallen in to very high mean value and standard deviation of $SD= 0.986$ and $SD= 1.199$ as the factor level of agreement, that they unveiled their agreement over the issue which is strong cause for low internal efficiency. This implies that both principals and department heads responded that factor gender disparity with very high mean and standard deviation as causes of dropout and repetition respectively.

As the result in item 5 of table 13 indicates the rating of principals and department heads with the mean value of $X=3.88$ and $X= 3.82$, unveiled their level of agreement over the issue that Parent health factor which is strong cause for low internal efficiency and low quality education. This implies that both principals and department heads responded that factor Parent health with the standard deviation of 0.825 and 0.923 respectively as very high causes of drop out and repetition. The analysis variance calculated at t-value at $\alpha=0.05$ levels revealed that there is no significance difference among of the study groups. The respondent's perception also seems to conclude family health problem was cause of dropout and repetition

As revealed in item 6 of table 13 shows principals and department heads responded that parent death factor was cause of dropout and repetition. The mean $X=3.27$ and $X=3.52$, showed their level of agreement over the issue that parent death factor was, factor which lays down quality teaching and schools internal efficiency. The analysis variance calculated at t-value is less than 3.04at

$\alpha=0.05$ shows that there is no significant difference among the two mean scores among the study groups. The respondents perception also seems to suggest parent death was cause of drop out and repetition.

Generally, from the above explanation the researcher found that, all factors were causes of student's dropout and repetition with ranges from 2.76-3.45 early marriage, teenage and pregnancy, fear of abduction, family divorce, religious issues, distance from the school, trading, community culture and family awareness were moderate problems of dropout and repetition while factors ranging from 3.62-3.96, gender disparity, parent health, and parent death were very high Problems of students dropouts and repetition. Burger (1994) also indicated the above socio cultural factors were causes of dropouts and repetitions.

4.3 .2 Economic Factors.

Table 14:-Responses of Principals and Department Heads

No	Item	Frequency of respondents				
		Principals		Department heads		
		Me an	S.D	Me an	S.D	G/ M
1	Poor family Eco/ background	3.44	0.835	4.55	1.96	3.99
2	Using children us Eco /asset	4.12	0.773	4.11	1.07	4.115
3	Family income dependence	3.48	0.928	4.11	1.01	3.79
4	Lack of uniform	4.00	0.833	2.66	0.23	3.33
5	Lack of Educational materials	3.44	1.021	3.88	1.32	3.66
	Grand Mean &Standard Deviation	3.69	0.87	3.86	1.12	3.77
t-value=0.96						

Level of Agreement >3.5 very high >2.50 >3.49 Moderate >1.50 ---2.49 Low <1.49 V/Low

As it is revealed in item 1-5 of table 14, shows that as economic related factors responded by principals and department heads unveiled their level of agreement with very high mean values ranging from the minimum mean value 3.44 and the maximum mean value 4.55 with items poor economic background, using children as economic asset, family economic dependence, lack of educational materials as very high level of agreement and lack of uniform with single mean value of 2.66 as moderate level of agreement that the issues which lay down strong foundations for quality teaching and learning and internal efficiency. The analysis variance calculated at t value is less than the table values (3.04) at $\alpha=0.05$ revealed that there is no significant difference among the

mean scores of the study groups. The responses' were causes to student repetition and dropout with very high and moderate level of agreement, similarity seems to suggest dropped outs and repeated students economic back ground was not adequate more than poverty as stated by Dan *et al* (2009) the most influential factor of dropout and repetition. Besides PTA members and WEO indicated economic related factors were causes dropout and repetition with interview responses. Dave Meci also indicated that as economic factor is causes of dropout and repetitions.

Generally from the above explanation the researcher found that all factors were the causes of student drop out and repetition. However poor economic background, using children as economic asset, family economic dependency and lack of educational materials were v/high and moderate problems of student drop out and repetition as the result indicated.

4.3.3. Inter School Related Factors

Table 15. Inter School Related Factors. Reponses of Principals and Department Heads

No	Item	Frequency of respondents				
		Principals		Department heads		
		Mean	S.D	Mean	S.D	G/M
1	Supply of lab material	3.74	0.828	3.76	0.869	3.75
2	Supply of books library	3.41	1.106	3.74	0.803	3.57
3	Class rooms availability	3.52	0.995	3.56	0.900	3.54
4	Office and stores availability	3.55	0.952	4.12	0.746	3.82
5	Instructional material availability	3.80	0.969	3.74	1.145	3.77
6	Material R/availability	3.32	0.916	4.08	0.853	3.7
7	Toilets availability	3.40	0.833	3.94	1.213	3.67
8	ICT materials availability	3.42	0.979	3.82	0.983	3.62
	Grand Mean & Standard deviation	3.52	0.94	3.84	0.93-3.68	
	t-value	-0.963				

Level of agreement >3.5 Very high >2.5-3.49 moderate >1.5_2.49 Low Below 1.5 V/L

As revealed in item 1 of table 15, shows, supply of laboratory and materials were causes of drop out and repetition with the mean value of (X=3.74 and X=3.76) .principals and department heads, unveiled their level of agreement over the issue that which lays down, strong foundations for quality teaching and learning and as well internal efficiency. This implies that the schools were not good in supply of laboratory and materials to run quality teaching and learning process. The analysis of variances (calculated t-value is less than the table values (3.04) at $\alpha=0.05$ levels)

revealed that there is no significant difference among the mean scores of the study groups. The respondent's perception similarity seems to suggest supply of laboratory materials was not adequately equipped in the schools and was causes of dropout and repetition

As it is revealed in item 2 of table 15, rated that as supply of books in library was the cause of drop out and repetition with the mean value of ($X=3.41$ and $X=3.74$ respectively) shows principals and department heads unveiled their level of agreement over the issue that Supply of books in library factor which lays down internal efficiency and low level of quality teaching and learning. This implies that the schools were not good in supply of books upon which they run quality teaching and learning process. The analysis of variances (calculated t- value is less than the table values (3.04) at $\alpha=0.05$ levels) revealed that there is no significant difference among the mean scores of the study groups. The respondent's perception similarity seems to suggest that supply of books were not adequately equipped in the schools.

As it is revealed in item 3 of table 15 rated that as supply of classroom was the cause of drop out and repetition. The mean ($X=3.52$ and $X=3.56$ respectively) shows principals and department heads unveiled their level of agreement over the issue that supply of class room factor which was causes of dropout and repetition. This implies that the schools were not good in supply of class rooms in which they run in quality teaching and learning process and as well internal efficiency. The analysis of variances (calculated at t-value is less than the table values (3.04) at $\alpha=0.05$ levels) revealed that there is no significant difference among the mean scores of the study groups. The respondents' perception similarity seems to suggest that supply of class room was not adequately constructed in the schools.

As it is revealed in item 4 of table 15, rated that as availability of office and stores related factors were the cause of dropout and repetition. Responses of principals and department heads shows the mean value of ($X=3.55$ and $X=4.12$ respectively) shows principals and department heads unveiled their level of agreement over the issue that availability of office and store factor which lay down strong foundations for quality teaching and learning as well internal efficiency. This implies that the schools were not good in supply of office and store which they run in quality teaching and learning process. The analysis of variances (calculated t- value is less than the table values (3.04) at $\alpha=0.05$ levels) revealed that there is no significant difference among the study groups. The

respondents' perception similarity seems to suggest that they have no idea difference on activity in the schools. The indicated factor above shows the schools have no adequate office and stores.

Generally under tables 15 from inter-school related factors explanation, the researcher found that all factors were the causes of dropout and repetition with the minimum mean value of $X=3.32$ and maximum mean value $X=4.08$ with very high boundary of response that the researcher concluded ,supply of laboratory materials, supply of books and ICT materials., class room availability, office and store availability instructional materials pedagogical materials availability, material resource availability and toilets for girls' students' availability factors were very high causes of dropout and repetition respectively. The results of interview from PTA and WEO also shows school related factors are causes of dropout and repetition.

4. 3.4 Administrative Related Factors

Table-16 Responses of Principals and Department Heads

No	Item	Frequency of respondents				
		Principals		Department heads		G/M
		Mean	S.D	Mean	S.D	
1	Leadership practices	4.00	0.833	3.32	0.916	3.66
2	Applications of rules and regulations	4.12	0.773	3.55	0.952	3.83
3	Resource and budget mobilization	3.48	0.928	3.80	0.969	3.64
4	Shortage of budget	3.44	0.835	3.52	0.995	3.48
5	Communication	3.44	1.021	3.40	0.833	3.42
6	Community mobilization	3.44	0.835	3.42	0.979	3.43
7	Evaluation performance	4.12	0.773	3.56	1.033	3.84
	Aggregate Mean & S.D	3.72	0.856	3.51	0.953	3.61
	t-value	0.952				

>3.5V/high>2.5-3.49moderate<2.5 low

As it is revealed in item 1 of table 16, indicates that leadership practice related factor was the cause of drop out and repetition. The mean ($X=3.32$ and $X=4.00$ respectively) shows principals and department heads reflected their level of agreement over the issue that availability of leadership practices factor which lays down strong foundations for quality teaching and learning process and low internal efficiency. This implies that analysis variance (calculated at t-value is less than the table values (3.04 at $\alpha=0.05$ levels) showed that the schools were not good in leadership practices to run quality teaching and learning process. This shows that there is no

significant difference among the mean scores of the study groups. The respondents' perception similarity seems to suggest that leadership practice was not adequately performed in the schools.

As it is revealed in item 2 of table 16 rated that application of rules and regulation was the cause of drop out and repetition. The mean ($X=4.12$ and $X=3.55$ respectively) shows principals and department heads unveiled their level of agreement over the issue that poor application of rules and regulations which hinder strong foundations for quality teaching and learning. This implies that the schools were not good in application of rules and regulations to run quality teaching and learning process. The analysis variance calculated at t-value is less than the table values at 3.04 at $\alpha=0.05$ levels show that there is no significant difference among the mean scores of the study group. The respondents' perception similarity seems to suggest that application of rules and regulations were not adequately implemented in the schools.

As it is revealed in item 3 of table 16, indicates, that, resource and budget mobilization factor was the cause of drop out and repetition. The mean ($X=3.48$ and $X=3.80$ respectively) indicates principals and department heads unveiled their agreement level over the issue that resource and budget mobilization which lay down strong foundations for quality teaching learning, and internal efficiency. This implies that the schools were not good in resource and budget mobilization to run quality teaching and learning process. The analysis of variances (calculated t-value is less than the table values (3.04) at $\alpha=0.05$ levels) revealed that there is no significant difference among the mean scores of the study groups. The respondents' perception similarity seems to suggest that resource and budget mobilization was not adequately managed in the schools.

To sum up the findings of administrative related factors for both principals and department heads responded with the minimum mean value ranging from 3.42 and maximum mean value of 3.48 stated as causes of drop outs and repetition were: Shortage of budget, communication and community mobilizations as moderate causes of drop out and repetition while, Leadership practices of the administration, application of rules and regulation, budget management and evaluation of student performance were stated as very high, causes by principals and department heads as causes of dropout and repetition. Additionally the interview result of PTA members WEO department office agreed on administrative related factors were causes of dropout and repetitions. Cranston(2001) also attempted to explain that as principals were required to have certain leadership practices.

4.3.5. Teachers Related Factors

Table-17 Teacher Related Factor (Responses of Principals and Department Heads)

No	Item	Frequency of respondents				
		Principals		Department heads		
		Mean	S.D	Mean	S.D	
1	Qualification of teacher	4.24	0.856	3.43	0.949	3.83
2	Availability of Teachers in math's & English	4.12	0.773	3.55	0.952	3.84
3	Encouragement of teacher to the students	3.48	0.928	3.80	0.969	3.64
4	Quality of assessment	4.00	0.833	3.32	0.916	3.66
5	Relevance of instructional method	3.44	1.021	3.40	0.833	3.42
6	Quality behavior of teacher	4.44	0.836	3.52	0.995	3.98
	Grand Mean and Standard Deviation	3.95	0.874	3.50	0.940	3.72
	t-value	0.907				

Level of agreement >3.5 Very high 2.5--3.49 Moderate 1.5---2.49 Low

As shown in item 1 of table 17 qualification of teachers was the cause of drop out and repetition. The mean ($X=4.24$ and $X=3.43$ value respectively) indicates principals and department heads unveiled their agreement level over the issue that qualification of teachers factor which lays down strong foundations for quality teaching, learning and schools internal efficiency. This implies that the schools which were not good in qualification of teachers cannot run quality teaching and learning process. The analysis of variances (calculated t-value is less than the table values (3.04) at $\alpha=0.05$ levels) revealed that there is no significant difference among the mean scores of the study groups. The respondents' perception similarity seems to suggest that teacher's qualifications were not adequately managed in the schools.

As it is revealed in item 2 of table 17 shows that availability of teachers in Mathematics' and English was the cause of drop out and repetition. The mean ($X=4.12$ and $X=3.55$ respectively) shows the principals and department heads unveiled their level of agreement over the issue that availability of teachers for Mathematics' and English was the factor which lays down strong teaching learning process and internal efficiency. This implies that the schools which were not good in availability of teachers in Mathematics 'and English cannot run quality teaching and learning process and increase internal efficiency. The analysis of variances (calculated t-value is less than the table values (3.04) at $\alpha=0.05$ levels) revealed that there is no significant difference among the mean scores of the study groups. The respondents' perception similarity seems to

suggest that availability of Mathematics' and English teachers were not adequately placed or hired in the schools.

As it is revealed in item 3 of Table 17 shows encouragement of teachers to the students factors were the cause of drop out and repetition. The mean $X=3.48$ and $X=3.80$ respectively) shows principals and department heads unveiled their agreement level over the issue that ,encouragement of teacher to the students factor which lays down strong foundations for quality teaching and internal efficiency. This implies that the schools were not good in encouragement of teachers to the students which they run quality teaching and learning process. The analysis of variances (calculated t-value is less than the table values (3.04) at $\alpha=0.05$ levels) revealed that there is no significant difference among the mean scores of the study groups. The respondents' perception similarity seems to suggest that encouragement of teachers was not adequately managed in the schools.

As revealed in item 4 of table 17, indicates that quality of assessment factor was the cause of drop out and repetition. The mean ($X=4.00$ and $X=3.32$ respectively) shows principals and department heads unveiled their level of agreement over the issue that quality of assessment factor which lays down quality teaching and internal efficiency. This implies that schools were not good in assessment of students. Groups had no significance difference. This implies that schools were not adequate in assessment of students.

As revealed in item 5 of table17 shows that relevance of instructional method factor was the cause of drop out and repetition. The mean ($X=3.44$ and $X=3.40$ respectively) indicates principals and department heads, unveiled their agreement level over the issue that relevance of instructional methods which lays down strong foundations for quality teaching and learning. This implies that the schools were not good in quality of instructional method to run quality teaching and learning process. The analysis of variances (calculated t- value is less than the table values (3.04) at $\alpha=0.05$ levels) revealed that there is no significant difference among the mean scores of the study groups. Any how the respondents' perception similarity seems to suggest that quality of instructional method was not adequately managed, which lay down strong foundations for quality teaching and learning. This implies that the schools were not good in relevance of instructional method which they run quality teaching and learning process which leads to low internal efficiency. The

respondents' perception similarity seems to suggest that instructional method was not adequately controlled in the schools.

As revealed in item 6 of table 17 shows that quality behavior of teachers was the cause of drop out and repetition. The mean ($X=4.44$ and $X=3.52$ respectively) shows principals and department heads unveiled their agreement over the issue that quality behavior of the teachers which lay down strong foundations for quality teaching and learning process. This implies that the schools were not good in quality behavior of teachers which they run quality teaching and learning process which leads to low internal efficiency. The analysis variances (calculated t- value is less than the table values (3.04) at $\alpha=0.05$ levels) revealed that there is no significant difference among the mean scores of the study groups. The respondents' perception similarity seems to suggest that quality behavior of the teachers were not adequately applied in the schools.

To conclude the findings of teachers related factors the responses of principals and department heads, qualification of teachers, availability of Mathematics and English teachers, encouragement of teachers to students, lack of quality assessment, lack of relevant instructional method and quality behavior of the teachers were all causes of dropout and repetition with the moderate mean value of 3.32 and very high mean value 4.44.

4.3.6 Believes and Opinions towards Internal Efficiency

Table 18 Principals and Department Heads Responses

No	Item	Frequency of respondents				
		Principals		Department heads		
		Mean	S.D	Mean	S.D	G/M
1	Efficiency is only measured with promotion rate	3.37	1.169	3.42	1.016	3.39
2	Schools with high dropout and repetition are in efficient	3.22	1.200	3.3	0.939	3.26
3	Schools with high repetition rates of students are in efficient	3.24	1.198	3.30	0.929	3.27
4	Controlling drop out is not the duty of teachers ,principals and the community	2.86	1.325	3.66	0.798	3.26
5	All schools promoting students are internally efficient	2.86	1.279	3.62	0.839	3.24
6	Drop out and repetition can't be controlled by self-students	2.88	1.223	3.72	0.784	3.30
7	Availability of resources has no connection with internal efficiency.	2.95	1.205	3.69	0.796	3.32
8	Education quality is measured by internal efficiency	3.58	1.295	3.42	1.016	3.5
	Grand Mean & Standard Deviation	3.12	1.236	3.51	0.889	3.315
	t-value	0.983				

Level of agreement $>3.5=V/high$ $>2.5-3'49$ Moderate $>1.52.49$

As it is revealed in item 1 of table 18, indicates that the mean values ($X=3.37$ and $X=3.42$ respectively) rates principals and department heads unveiled their opinions over the issue that internal efficiency is only measured with promotion rate. This implies that the schools were good in internal efficiency which they run quality teaching and learning process and when internal efficiency is measured with only promotion rate. The analysis of variances (calculated t-value is less than the table values (3.04) at $\alpha=0.05$ levels) revealed that there is no significant difference among the mean scores of the study groups. The respondents' perception similarity seems to suggest that efficiency was only measured with promotion rate, but there are other elements of internal efficiency.

As it is revealed in item 2 of table 18 rated that the mean values ($X=3.22$ and $X=3.33$ respectively) shows principals and department heads unveiled their opinions over the issue that schools with high dropout and repetition are in efficient which lay down strong foundations for internal efficiency. This implies that the schools were not good in efficiency which they run quality teaching and learning process. The analysis of variances (calculated t-value is less than the table values (3.04) at $\alpha=0.05$ levels) revealed that there is no significant difference among the mean scores of the study groups. The respondents' perception similarity seems to suggest that schools with high dropout and repetition are in efficient.

As it is revealed in item 3 of table 18 shows that the mean values ($X=3.24$ and $X=3.30$ respectively) shows principals and department heads unveiled their level of opinions over the issue that Schools with high repetition rates of students are inefficient which lay down strong foundations for dropout and repetitions. This implies that the schools were not good in efficiency which they run quality teaching and learning process. The analysis of variances (calculated t-value is less than the table values (3.04) at $\alpha= .05$ levels) revealed that there is no significant difference among the mean scores of the study groups. The respondents' perception similarity seems to suggest that schools with high repetition rates of students are inefficient.

As it is revealed in item 4 of table 18 rating that the mean values ($X=2.86$ and $X=3.66$ respectively) principals and department heads unveiled their opinions over the issue that controlling drop out is not the duty of teachers ,principals and the community which lay down strong foundations for dropout and repetitions. This implies that the schools were not good in

efficiency which they run quality teaching and learning process when students are not controlled by stake holders. The analysis of variances (calculated t-value is less than the table values (3.04) at $\alpha=0.05$ levels) revealed that there is difference among the mean scores of the study groups. The respondents' perception similarity seems to suggest that controlling drop out is not the duty of teachers, principals and the community and the three stake holders lack knowledge of management of students in schools.

As it is revealed in item 5 of table 18, indicates that the mean values ($X=2.86$ and $X=3.32$ respectively) shows principals and department heads unveiled their level of agreement over the issue that all schools promoting students are internally efficient. This implies that all schools were good in efficiency which runs quality teaching learning controlling and promoting students. The analysis of variances (calculated t-value is less than the table values (3.04) at $\alpha=0.05$ levels) revealed that there is no significant difference among the mean scores of the study groups. The respondents' perception similarity seems to suggest that all schools promoting students are not internally efficient.

As it is revealed in item 6 of table 18, shows that the mean values ($X=2.88$ and $X=3.72$ respectively) shows principals and department heads unveiled their level of agreement over the issue that all schools dropout can't be controlled by self students. This implies that all schools were good in efficiency which runs quality teaching learning is responsible in controlling students and also students themselves control themselves. The analysis of variances (calculated t-value is less than the table values (3.04) at $\alpha=0.05$ levels) revealed that there no significant difference among the mean scores of the study groups. The respondents' perception similarity seems to suggest that all schools students who are not sharing in controlling themselves make schools internally inefficient.

Generally, the principals and department heads showed their opinions on the point that promotion rate, repetition and dropout rates are measurements of internal efficiency and schools with available resource are efficient than those unavailable resources

4.3.2.1 The Extent of Social and Cultural Factors are Causes of Drop out and Repetition in Your Perception (Teachers Responses)

Table 19 Teachers Responses on Social and Cultural Factors

No	Item	Frequency of respondents						
		Teachers						
		V/High5	High4	Medium3	Low2	V/Low1	Mean	S.D
1	Early marriage	8	–	21	8	3	3.72	.839
2	Teenage pregnancy	3		10	21	6	2.62	.784
3	Fear of Abduction			20	13	7	2.6	.796
4	Gender disparity	14			20	6	3.05	.815
5	Parent Health			23	9	5	2.3	.853
6	Parent death			17	14	9	2.2	.760
7	Family divorce	6	10	18	6	-	3.4	.790
8	Religious issues	1	6	18	5	10	2.57	.881
9	Distance from school	7	20	13			3.85	.839
10	Family awareness	7	19	12	2		3.52	.784
11	Absenteeism	14	12	12	2		3.95	.796
12	Trading	6	8	21	5		3.37	.815
13	Community culture	15	7	10	9		3.77	.853
Grand Mean and Standard deviation							3.13	.815
t-values							0.864	

Level of agreement >3.5 V/h>2.5---3.49 moderate>1.5—2.49low

As it is revealed on table 19 items 1, 9, 10, 11 and 13 the rating of teachers were very high with the minimum mean values level of agreement ranging from 3.52 and maximum mean values of 3.95 are absenteeism, distance from the school, community culture, early marriage, family awareness were very high causes of dropout and repetition which lays down internal efficiency and quality education. This implies that schools were tackled by those causes that hinder internal efficiency and as well quality education. The teacher’s response also seems the above factors were very high causes of dropout and repetition.

On the table 19 items 2,3,4,7 and, 12 reveals, the rating of teachers continued with the level of agreement, moderate with the minimum mean value ranging from 2.5 and maximum mean values 3.49 were religious issues, fear of abduction, teenage and pregnancy, gender disparity trading, family divorce, were moderate cause of dropout and repetition, while parent health and death were

Low causes of dropout and repetition which can lay down quality of education and internal efficiency. This implies that schools were hindered by those causes which tackle internal efficiency and quality education .The table 19 above also shows, the above factors were high and moderate causes of dropout and repetition while parent death and parent health were low causes of dropout and repetition, with the indication level of agreement value ranging from 2.2-2.3.

Totally from the above responses the findings concluded were early marriage, teenage and pregnancy, fear of abduction, ,gender disparity, religious factors, family divorce, distance from the school, family awareness, absenteeism, trading and community culture, factors were from moderate to high causes of dropout and repetition, while, parent health and death were low causes.

4.3, 2.2 Economic Related Factors

Table 20 Teachers Responses on Economic Factors

No	Item	Frequency of respondents						
		Teachers						
		V/High 5	High4	Medium 3	Low2	V/Low1	Mean	S.D
1	Poor family eco/ background	12	12	16	4		4.1	1.016
2	Using children as Eco /asset	18	14	8			4.05	0.939
3	Family income dependency	17	16	7			4.25	0.929
4	Lack of uniform		8	26	6		3.05	0.798
5	Lack of Educational materials	17	16	7			4.07	0.839
Grand Mean and Standard deviation							3.90	0.904
Level of agreement >3.5 Very high...>2.5-3.49 Moderate, >1.5—3.49 Low								

As it is revealed in item 1-5 of table 20, shows that the minimum mean values $X=4.05$ and maximum mean value $X=4.25$ with $SD=0.904$ indicates, the teachers level of agreement over the issues that all are very high factors, which were revealed from economic factors, poor economic back ground, using children as economic asset, family economy dependency, lack of uniform, lack of educational materials were the causes of dropout and repetition which lay down internal efficiency. This implies that the schools were tackled by those causes that hinder the internal efficiency as well as quality of education. The respondents' perception similarity seems to suggest that all economic factors that rose above were causes of dropout and repetitions.

Generally, from the above explanation the researcher concluded that all factors listed above were very high causes of dropout and repetition while lack of uniform was moderate causes of dropout and repetition with the mean values of 3.05

4.3.2.3 Teachers on Interrelated School Factors

Table 21. Teachers Responses

No	Item	Frequency of respondents						
		Teachers						
		S/Agree 5	Agree 4	Neutra3	Disag ree 2	Strongly Disagree	Mean	S.D
1	Supply of laboratory material	17	6		6	11	3.3	0.869
2	Supply of books library	7	21	5	7		3.65	0.803
3	Class rooms availability	9	13	5	13		3.45	0.900
4	Office and stores availability	6	5	5	25		2.97	0.746
5	Instructional material availability	9	15	5	7	4	3.45	1.145
6	Material R/availability	8	15	5	9	3	3.35	0.853
7	Toilets availability	6	14	6	12	8	3.00	1.213
8	ICT m(materials availability)	9	13	2	10	6	3.22	0.983
	Grand Mean and Standard deviation	3.29	0.939					

Level of agreement >3.5 Very high >2.5-3.49 Moderate >1.5-2.49 Low

As it is in item 1, 3, 4,5,6,7 and, 8 of table 21, the inter school related factors were rated by teachers as moderate factor with the minimum mean value ranging from 2.97 and maximum mean value of 3.45 on issues: supply of laboratory materials, class room, instructional materials, resources and girls toilets were moderate causes of dropout and repetition which make internal efficiency low. This implies that the schools were tackled by those causes that hinder the internal efficiency as well as quality of education. The respondents' perception similarly seems to suggest that interrelated school factors that rose above were moderate causes of dropout and repetitions while. Supply of library books was very high cause of dropout and repetition with the mean value of 3.65 and with the standard deviation of 0.803.

Generally from the above findings the researcher concluded that, all factors were the cause of dropout and repetition. However, the researcher identified that supply of books in the library was the strong factor of dropout and repetition in Becho woreda, while classroom availability office and store availability, instructional materials availability, materials resource availability and toilet

for girls students availability, supply of laboratory and material and ICT materials factors were moderate causes of dropout and repetition respectively from teachers responses.

4.3.2.4 Response of Teachers on Administrative Factors

Table 22 Administrative Related Factors

No	Item	Frequency of respondents						
		Teachers						
		Stro/Agree 5	Agree 4	Neutra 1 3	Disagre e2	Stro/disa agree 1	Mean	S.D
1	Leadership practices	12	13	4	3	8	3.45	0.903
2	Applications of rules and regulations	5	21	3	6	5	3.38	0.896
3	Resource and Budget mobilization	10	19	2	1	8	3.55	0.822
4	Shortage of budget	10	16	9	5		3.78	0.837
5	Communication	15	12	5	8		3.86	0.808
6	Community mobilization	15	14	3	7	1	3.88	0.827
7	Evaluation performance	10	16	9	5		3.78	0.954
Grand Mean and Standard deviation							3.66.	0.863

Level of agreement >3.5 Very high >2.5---3.49 Modarate 1.5—2.49 Low

As indicated in item 1-7 of table 22 shows that teachers rating with the mean values ranging from the minimum mean value 3.55 and maximum mean value 3.88 as very high causes of dropout and repetition respectively), unveiled their level of agreement over the issue that all factors which reviled from administrative related factors, resource and budget mobilization, shortage of budget, communication ,community mobilization and evaluation of performance were very high causes of dropout and repetitions, while leadership practices and application of rules and regulations ranging from 3.38_3.45 as moderate causes of dropout and repetitions which causes low internal efficiency. This implies that the schools were tackled by those causes that hinder the internal efficiency as well quality education. Additionally, PTA members and WEO department heads agreed upon leader ship related factors such as: lack of leadership practices, lack of resource mobilization, lack of community mobilization were causes of dropout and repetition from interviews responses.

Generally, from the responses of teachers on administrative related factors, the researcher concluded that all the variables listed above are the causes of dropout and repetition from moderate to high degree.

4.3.2.5 Teachers Responses on Teachers Related Factors

Table 23 Teachers Related Factors

No	Item	Frequency of respondents						
		Teachers						
		S/Agree5	Agree4	Neutral3	Dis/agree2	S/Disagree1	Mean	S.D
1	Qualification of Teachers	9	24			7	3.7	1.016
2	Availability/of Teachers in math's & English	9	15		13	3	3.35	0.939
3	Encouragement of Teacher to the students	10	10	10	3	7	3.32	0.929
4	Quality of Assessment	12	13		11	4	3.45	0.798
5	Relevance of instructional method	4	24	4	8		3.60	0.839
6	Quality Behavior of Teachers	12	20			8	3.70	0.784
Grand Mean and Standard deviation							3.52	0.884

>3.5Very High 2.5-3.49 moderate<2.5 low

As indicated in item 1-6 of table 23 shows that teachers responses were very high factors on teachers related factors with the level of agreement with the minimum mean value ranging from 3.52 and maximum mean value 3.7:such as relevance of instructional method, qualification of teachers, quality behavior of teachers factors were very high causes of drop out and repetition, while factors encouragements of teachers to the students, availability of Mathematics and English teachers and quality of assessment were moderate causes of dropout and repetition with the minimum mean values ranging from 3.32 and maximum mean values 3.45 which causes low internal efficiency and hinders quality education. This implies that the schools were tackled by those causes that hinder the internal efficiency as well quality education. Additionally PTA members and WEO department heads agreed upon teachers' related factors: such as teacher's qualifications, poor assessment and low quality of behaviors of teachers from interview responses .koang yang (2014) in his study indicated all teachers related factors indicated were factors for dropout and repetitions.

Generally from the responses of teachers on factors the researcher concluded that, all the variables listed above as teachers related factors are the cause of dropout and repetition from moderate to v/ high.

4.3.2. 6 Believes and Opinions of Teachers on Internal Efficiency of Your School

Table 24 Based on Your Opinion and Believes.

No	Items	Frequency of Respondents						
		Teachers						
		Str/yAg ree 5	Agree 4	Neutral 3	Disag ree2	Strong/ Disagre e 1	Mean	S.D
1	Efficiency is only measured with promotion rate only	5	18	17			3.70	0.784
2	Schools with high dropout and repetition are in efficient	13	5	20		2	3.67	0.796
3	Schools with high repetition rate teachers are not qualified	5	20	15			3.78	0.815
4	Controlling drop out is not the duty to of teachers ,principals and the community		10	19	6	5	2.85	0.853
5	All schools promoting students are internally efficient		6	14	13	7	2.62	0.760
6	Drop out and repetition can't be controlled by self-students	8	10	16	6		3.50	0.790
7	Availability of resources has no connection with internal efficiency.		11	20	9		3.05	0.881
8	Education quality is measured by internal efficiency	17	7	16			4.02	0.784
Grand Mean and Standard deviation							3.398	0.807

>3.5 Very High 2.5-3.49 moderate <2.5 low

As it is revealed in item 1-8 of table 24 teachers believes and opinions rating shows that ranging from minimum mean values of $X=2.62$ and maximum mean value $X=3.05$ taken as moderate believes ,based on the level of agreement. such as all schools promoting students are internally efficient, controlling dropouts are not the duty of teachers ,principals and the community and the availability resources has no connection with internal efficiency, Again based on the level of agreement of the teachers unveiled their believes and opinions, on efficiency is only measured by promotion rate with mean value of 3.70 and SD of 0.784, schools with high repetition rates teachers are not qualified $X= 3.78$ $SD= 0.815$,Schools with high dropout rate and repetition rates are inefficient, with the mean value 3.67 and $SD=0.796$, dropouts and repetitions cannot be controlled by self-students was responded with the mean value of $X=3.50$ and $SD=0.790$, education quality is measured by internal efficiency was again responded with the mean value of $X= 4.02$ and $SD=0.784$ that all ideas, believes and opinions of teachers which reviled about internal

efficiency. This implies that the amount knowledge of teachers about the schools internal efficiency as well as quality education. The respondents' perception similarity seems to suggest that believes of teachers ranging from 3.52 to the maximum mean value 3.7 of internal efficiency were V/high awareness level of teachers.

Generally the opinions and beliefs of the teachers to student's promotion, repetition and dropout rates and the idea of internal efficiency was responded with grand mean value $\bar{X}=3.398$ with $SD=0.807$ when computed and these shows the teacher's awareness about internal efficiency was moderate to control dropout and repetition

4.3.3.1 Responses of Dropped out Students and Repeated Students

The extent of Socio-cultural Factors Responded by Students

Table 25 Social and Cultural Factors Responded by Dropped out Students Repeated Students

No	Item	Frequency of respondents				
		Dropout students		Repeated Students		
		Mean	SD	Mean	SD	Grand Mean
1	Early marriage	3.42	1.016	3.69	0.934	3.55
2	Teenage pregnancy	3.34	0.939	3.64	0.875	3.49
3	Fear of Abduction	3.30	0.929	3.58	0.847	3.44
4	Gender disparity	3.66	0.798	3.50	0.814	3.58
5	Parent Health	3.62	0.839	3.42	0.818	3.52
6	Parent death	3.72	0.784	3.50	1.074	3.61
7	Family separation	3.69	0.796	3.40	1.080	3.54
8	Religious issues	3.78	0.815	3.44	0.972	3.61
9	Distance from the school	3.73	0.853	3.34	1.003	3.53
10	Family awareness	3.56	0.760	3.54	1.054	3.55
11	Trading	3.56	0.790	3.50	1.046	3.53
12	Community culture	3.80	0.881	3.34	0.848	3.57
	Grand Mean and Standard deviation	3.59	0.85	3.49	0.94	3.54
	t-value	-1.345				

Level of agreement >3.5Very High 2.5-3.49moderate <1.5Low

As it is revealed in item 1,4,5,6,7,8,9,10,11 and,12, of table 25, shows the levels of responses of dropped out students and repeated students on socio cultural factors with the level of agreement ranging from 3.34_3.8.that early marriage, gender disparity, parent health, parent death, family separation, religious issues, distance from home to the school, family awareness, trading and

community culture were very high causes of dropout and repetition while, teenage and pregnancy and fear of abduction were all responded with moderate level of agreement ranging from 3.30-3.49 respectively) the issues that factors which revealed from social and cultural factors were the causes of dropout and repetition, which affects schools internal efficiency. This implies that the schools were tackled by those causes that hinder the internal efficiency as well as quality of education. The analysis of variances (calculated t- value is less than the table values (3.04) at $\alpha=0.05$ levels) revealed that there is no significant difference among the mean scores of the study groups. The respondents' perception similarity seems to suggest that social and cultural factors that rose above were causes of dropout and repetitions. Also PTA members and WEO department heads from interview responses show early marriage, gender disparity, back ward culture, parent death, family separation, religious issues and lack of awareness were causes of dropout and repetition.

Generally from the study findings all factors teenage and pregnancy, fear of abduction were medium causes of dropout and repetition while early marriage, gender disparity, parent health, family separation, distance from the school, family awareness, trading, community culture, were realized as very high causes of dropout and repetition in Becho woreda secondary schools. Pride more (2007) also stated the above points as problems dropout and repetitions..

4.3.3 2 Responses of Dropped out Students and Repeated Students on Economic Factors of Dropout and Repetition

Table-26 Economic Related Factors

No	Items	Dropout & Repeated students				
		Dropout students		Repeated		
		Mean	S . D	Mean	S . D	U - M
1	Poor family Eco/ background	3.78	0.815	3.69	0.934	3.73
2	Using children us Eco /asset	3.73	0.853	3.64	0.875	3.68
3	Family income dependence	3.56	0.760	3.58	0.847	3.57
4	Lack of uniform	3.56	0.790	3.50	0.814	3.53
5	Lack of Educational materials	3.80	0.881	3.42	0.818	3.61
	Grand Mean and Standard deviation	3.68	0.819	3.56	0.857	3.62
	t-values	0.975				

Level of Agreement >3.5 Very High, 2.5-3.49 Moderate <2.5 low

As it is revealed in item 1-5 of table 26 shows that the rating of dropped out students and repeated students with the mean value ranging from the minimum mean value 3.42 and maximum mean value of 3.80 as economic related factors such as poor economic back ground, using children as

economic asset, family economic dependency, lack of uniform, lack of educational material were very high causes of dropout and repetition which hinders internal efficiency and quality education. This implies that the schools were tackled by those causes that hinder internal efficiency as well as quality of education. The analysis of variances (calculated t- value is less than the table values (3.04) at $\alpha=0.05$ levels) revealed that there is no significant difference among the mean scores of the study groups. The respondents' perception similarity seems to suggest that economic factors that rose above were responded by students as they were causes of dropout and repetitions. Besides PTA and WEO department heads agreed as economic related factors were causes of dropout and repetition from the responses of interview Dave Meci (2011) also indicated as economic factor was cause of dropout and repetitions.

Generally dropped out students and repeated students responded, poor economic back ground, using children as economic asset, family economy dependence and lack of educational material were very high causes dropout and repetition.

4.3.3.3 Responses of Repeated Students and Dropped outs on Students Related Factors

Table 27 Student Related Factors

No	Items	Respondents				
		Dropout students		Repeated Students		
		\bar{X}	S.D	\bar{X}	S.D	\bar{X}
1	Lack of time to study	3.50	1.074	3.40	1.080	3.45
2	Interest to study	3.40	1.080	3.44	0.972	3.42
3	Carelessness b/c of family wealth	3.44	0.972	3.34	1.003	3.39
4	Health problem	3.34	1.003	3.54	1.054	3.44
5	Lateness & absenteeism	3.54	1.054	3.50	1.046	3.52
6	Lack of vision	3.50	1.046	3.40	0.848	3.45
7	Psychological problem	3.34	0.848	3.40	1.080	3.37
8	Educational background	3.50	1.074	3.44	0.972	3.47
9	Religious Problem	3.40	1.080	3.50	1.003	3.45
	Grand Mean and Standard deviation	3.44	1.025	3.44	1.006	3.44
	t-values	0.006				

Level of agreement >3.5Very High 2.5-3.49moderate <1.5Low

As it is revealed in item 1-9 of table 27, rates the level of agreement of dropped out students and repeated students ranging from the minimum mean values 3.34 and maximum mean values 3.50 as medium level of agreement over the issue that factors which revealed from student related factors lack of time to study, interest to study, carelessness, health problem, lateness, lack of vision, psychological problems, educational background and religious problems ,were moderate causes of

dropout and repetition while (lateness was very high) causes of dropout and repetition and which hinder internal efficiency and quality education. This implies that the schools were tackled by those causes that hinder the internal efficiency as well as quality of education. The analysis of variances (calculated t-value is less than the table values (3.04) at $\alpha=0.05$ levels) revealed that there is no significant difference among the mean scores of the study groups. The respondents' perception similarity seems to suggest that Student related factors that rose above were causes of dropout and repetitions. The responses by interview to PTA and WEO department heads show all students' related factors like lack of time to study, interest to study, and carelessness, religious problems, and lack of vision were causes of dropout and repetition from the interview response.

Generally factors such as interest to study, carelessness, health problem, absenteeism, lack of vision, psychological problems, poor educational background, were realized by dropped out students and repeated students as moderate cause's of dropout and repetition and only lateness was very high cause of dropout and repetition with the minimum mean value of 3.5 and maximum mean value of 3.54.

4.3.4.0 Responses of PTA Members.

Table-28 What Were Your Major Interschool Related Factors

No	Items	Frequency of respondents						
		PTA/Members						
		V/H	H	M	Low	V/L	Mean	S.D
1	Supply of laboratory material		7	5		1	3.38	1.080
2	Supply of library books	3	9	1			4.15	.972
3	Class rooms availability	7		3	1	2	3.69	1.003
4	Office & stores availability	4	3	2	3		3.38	1.054
5	Instructional materials availability		7	2	4		3.23	1.046
6	Material resources availability		7	2	4		3.23	1.080
7	Toilets availability	5	4		4		3.76	.972
8	ICT materials availability	5	2	1	3	1	3.30	1.003
	Grand Mean and Standard deviation						3.49	1.006

Level of agreement >3.5Very High 2.5-3.49moderate <1.5Low

As it is revealed in item 2,3, and 7 of table 28, shows that the rating of P.T A on interschool related factors with the minimum mean values ranging from 3.69 and maximum mean value of 4.15 as very high level of agreement over the issues such lack of as supply of library books , lack classroom availability, and toilets were very high causes of dropout and repetition ,which hinders internal efficiency .and quality education This implies that the schools were tackled by those

causes that hinder the internal efficiency as well as quality of education. The respondents' perception similarity seems to suggest that lack of educational materials and facilities were factors that are very high causes of dropout and repetitions.

As it is revealed in item 1,4,5,6,7and,9 of table 28, shows that the rating of P.T A on inter school related factors with the mean values ranging from minimum mean value from 3.23 and maximum mean value 3.38 as moderate level of agreement over the issues such as lack of supply of laboratory materials lack office and lack stores , and lack of instructional materials, lack of I.C.T materials and lack of material resource were moderate causes of dropout and repetition which hinders internal efficiency and quality education. This implies that the schools were tackled by those causes that hinder the internal efficiency as well as quality of education. The respondents' perception similarity seems to suggest that lack of educational materials and facilities were factors that rose as moderate causes of dropout and repetitions. Totally all the above factors were responded as causes of dropout and repetition .Generally PTA members agreed upon all inter school related factors and all socio cultural factors Bell and Rodes also showed as educational facilities and materials are cause of dropout and repetitions.

Besides, PTA members recommend the problems of drop out and repetitions were not only the problems of students, but also the problems related to family of the students, teachers related, leadership related, community related or environment related problems and factors related to the government with their specific parts. Woreda education office department heads, PTAS and other stake holders and parents must make systematic organized public information program to make changes on the awareness of parents, on the importance of education and total internal efficiency of schools so as to convince parents to send their children to the school and participate in control of students to provide the necessary materials to participate in schools affairs to give guidance and counseling with students counselors to dropped out students and repeated students and even enrollment. Zonal and woreda education office leaders and PTAs must work on their share or hire more qualified principals, teachers and make schools environment more conducive for teaching and learning.

4.5.0 Responses Given by Woreda Education Office Department Heads

Table 29 WEO Department Heads perception on Interschool related Factors

No	Item	Frequency of respondents						
		PTA/Members						
		Very/H	Hig h	Medium	Low	V/Low	Mean	%
1	Supply of laboratory material		2				4	80%
2	Supply of library books		2				4	80%
3	Class rooms and office availability			2			3	60%
4	Play ground availability			2			3	60%
5	Budget allocation		2				4	80%
6	Human and Material resources availability			2			3	60%
7	Toilets availability for girls		2				4	80%
8	ICT materials availability		2				4	80%
9	Teachers availability		2				4	80%
10	Community participation			2			3	60%
11	Pedagogical centers availability			2			3	60%
12	Motivation of teachers morally			2			3	60%
	financially and materially			2				
13	Leadership practices		2					60%
		Standard deviation					3.5	70%

Level of agreement >3.5Very High 2.5-3.49moderate <1.5Low

As it is revealed in items 1,2,5,7,8,and 9 of Table 28, the rating of WEO department heads on interschool related factors, were supply of laboratory materials, yearly budget allocation, ,library books, toilets availability, ICT materials availability, teachers availability, with the mean values of 4(80%) as very high factor of dropout and repetition.

Items, 3,4,6,10,11,12 and 13, such as office and classrooms availability, play ground, human and material resource availability, community mobilization availability of pedagogical centers availability, leadership practices and teachers motivation factor were with a mean value of 3(60%) as moderate level of agreement as causes of dropout and repetition which hinders internal efficiency and quality education. This implies that the schools were tackled by those causes that hinder the internal efficiency as well as quality of education. The respondents' perception similarity seems to suggest that lack of educational materials and facilities factors were not fulfilled and are causes of dropout and repetitions.PTA members also agreed with interschool related factors such as

lack of school facilities human resource related factors , and community mobilization factors from interview responses ,

Generally from WEO department heads rating, lack of supply of laboratory materials, lack of supply of library books, low yearly budget allocation, lack of toilets, lack of ICT materials, were high causes of dropout and repetition, lack of class room, and office, lack of play ground, poor community participation, weak leadership practices and lack of motivation of teachers were causes of dropout and repetition

Finally WEO department heads recommended that training the directors, making discussions with the community and students, avoiding corporal punishment, fulfilling all material resources, and human resources, allocating enough budgets, motivating teachers and leading the schools transparently were some of the decisions made by WEO. Additionally the two department heads said that the communication made with stakeholders and discussion was very weak and needs improvement to raise fund, building physical resources and purchasing educational materials were very small and still needs improvement.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

The ultimate objective of the study was to assess the internal efficiency of Becho woreda secondary schools, to give possible suggestions, so that promotion must increase, repetition and dropout would decrease. In order to achieve these objectives 5 basic questions were formulated.

- 1 .What are the status and levels of dropout and repetition in Becho woreda secondary schools from 2003-2007?
2. What are the prevailing factors that affected the internal efficiency of Becho woreda secondary schools?
3. What were the opinions and awareness level and potential effects of stakeholders on Becho woreda secondary schools student's repetition, dropouts and low promotion rates?
4. What measures might be taken to minimize dropout and repetition rates?

To answer these basic questions, the study was conducted in availablely taken three secondary schools of Becho Woreda and 42 sample teachers were taken by purposive sampling techniques, particularly 14 PTA members 5 principals, 9 department heads and 2 WEO department heads were taken as sample, while 70 repeated and 60 dropped out students were selected by availability and simple random sampling techniques and then all were important for the study. Data were obtained from the sample respondents through questionnaire, interview and document analysis. In doing this, the necessary information was gathered mainly through questionnaires filled by, teachers PTA members, dropout Students and repeaters as well as department heads and principals and WEO department heads. However, 2 teachers 1 PTA member, 10 dropped out students, 10 repeated students' members were not returned the questionnaires. This reduced the sample population of teacher's 40, PTA member's 13 dropped out students to 50 and repeated students to 60. The data obtained were analyzed using various statistical tools like percentages, mean, standard deviation and t-test. According to the result of data analysis, the following major findings were identified. Internal efficiency has the relationship with educational wastage, because if internal efficiency is in high rate, it has negative implication on educational wastage and the promotion rate of students

will be high. When the leadership of the school is better and adequate resource is available the school will be more efficient (Harvey2009).

Respondents Background

According to the result of data analysis, the following findings were identified.

Regarding teachers 30(75%) were males and 10(25%) of them were females with degree educational status and with service years 5 -10 years only. From the analysis it can be concluded that teaching profession was male dominated like the school leadership with no females .This shows that no attention was given to females because of awareness.

Majority of sampled dropped out students 30 (60%) were males and 20 (40%) were females, and their grade level was 9-12, and 28(46%) repeated students were males and 32(53%) were females. Majority of dropped out students were males, because they help in farming and repeated students were females dominated because they help in house chores, or in the kitchen .This shows that majority of educational wastages for males was caused by farming for family ,and for females was caused house chores.

Most PTA members12 (93.30%) were males with only 1(7.66%) females 4(30.96 %) of them were in the age group between21-30, while the rest were about 31years, 4 (30.76%) of them were youngsters and the rest were 9_12 grades. From this it can be concluded that any authority given to the committee was male dominated and both woreda education office department heads were males and they are above the year 31 and their educational status was degree

Finding I: Extent of Promotion Rate, Dropout Rate and Repetition Rate:

In the respective academic years in all three secondary schools from the existing level, the level of promotion rates of the respective years were averagely 2319 (55.24%) with fluctuating trend. In case of dropout rate it was 561 (13.34 %) and repetition rates were (1285)30.85 %, which was a serious problem that needs attention and it must be constantly minimized level.

The level of trends of enrollment rate and promotion rate was not as such incremental, rather than fluctuating, excepted in the years 2003- 2007 and this had impacts on the internal efficiency of the

total secondary schools of IlluAbbabora Zone secondary schools internal efficiency with only 55.67 promotion rate.

Repetition rates of 9th grade were seen at fluctuating trend with averagely 21.5% While 10th grade completion result was similarly seen with the average of 45.19% which was high wastage and low internal efficiency.

Dropouts rates of 9th grade students was at fluctuating trend ranging from 9.13% to 24.94% while 10th grade dropout rate was ranging from 0.62 to 15.35%, which was high wastage and the trends of dropout rates and repetition rates that needs responsible experienced or trained experts with strategies to manage the problems with stakeholders.

Finding II: Causes of Dropout Rate and Repetition Rate

Based on the findings of the study, there were many major causes of drop out and repetition. From those the main causes of drop out and repetition with little difference are all economic factors, social and cultural problems, educational (student related, teachers related, administrative related) community related factors, interschool related factors, and miscellaneous causes were identified. Among the above factors in the teachers related and administrative related factors are crucial while, economy was one of the major causes of the issue at home, Because after three months of their enrolment; students were hurry to evacuate their education to harvest coffee seeds. Many literature reviews support the causes as they were means of drop out and repetition. Relatively many factors were found specifically here under.

It had been found that majority of student's dropout and repetition were caused by social cultural related factors such as: early marriage, teenage and pregnancy, fear and abduction, gender disparity, parent health, family separation, religious issues, distance from the school, family awareness, trade activities, community culture, while parent health and death were also minor cause for low internal efficiency. This shows that majority of the parents were still illiterate or lack awareness of teaching and learning their children rather than arranging them for local living, because of demographic features of the woreda. The results of interview of PTA and WEO department members also indicated that socio cultural factors were major factors of children's dropouts and repetitions which are resulted from lack of awareness.

The study result showed poor economic back ground, using children as economic asset, family economy dependence and lack of educational material were very high causes dropout and repetition. Parents were unable to provide their children with necessary support. Students and PTA members had indicated that parents demand for house chores and the need of children labor was very high and majority of parents are unable to cover educational expenses including feeding their children at distance. This tangible problem impacted the internal efficiency. The results of interview of WEO department head members also indicated that lack of support of children was the major factor that talked internal efficiency.

The study result shows, lack of school facilities, lack of supply of laboratory materials, lack of supply of books in the library, lack of ICT materials, lack of classroom, lack of instructional materials, lack of toilets for girls students were factors that affected internal efficiency .The result of interview for PTA members and WEO department heads members also indicated lack of parent's involvements and communication was low awareness, lack stagnant correlations are causes of low internal efficiency.

From the findings of teachers related factors the responses of principals and department heads, qualification of teachers, availability of Mathematics and English teachers, encouragement of teachers to students, lack of quality assessment, lack of relevant instructional method and quality behavior of the teachers were all causes of dropout and repetition ,which affected internal efficiency.

.It had been identified that mismanagement of schools leadership practices, weak implementation of rules and regulations, poor resource and budget mobilization, poor communication with the school community and stake holders, weak community mobilization and weak evaluation method of performance of students were major factors that affected internal efficiency. These shows principals had no leadership knowledge rather than authority was given by political relations. The results of interview of PTA members and WEO members also indicated mismanagement of principals was the factor affected internal efficiency.

.It had been found that, majority of the students were found to travel long distance from their home to school, due to this many absences and lateness were caused and lastly led to dropout and repetitions Majority of student's lack of time to study, interest to study carelessness because of

family wealth, health problem, lack of vision, walking long distance. Psychological problems, educational back ground that strongly affected internal efficiency. Majority of PTA members also said student related factors tackled internal efficiency. This indicates that there is no encouragement of teachers, principals and parents rather than leading their children to house chores, labor work and the factor led them to be registered as wastage.

Finding III: Level of Believes Opinions and Awareness's of the Stakeholders

Level of awareness's believes and opinions of the stakeholders were low, because majority of them have no communication and engagement with schools as expressed earlier. One of the main causes of drop out of students and repetition was the social, cultural and economic factors and student related factors. This means the community and parents of the students were partially support the dropout of the students, because of house hold attitudes to education and traditional marriage, gender issues, religious factors, educational back ground and using children labor to harvest ripped coffee seeds (Homes 2005; Gran 2013)

IV.. What Measures might Be Taken to Minimize Dropout and repetitions?

Beliefs of principals, department heads, teachers and parents of the students on students ' dropouts' rate and repetition rate were contrasting each other, and they have no common outlook and needs on continuous justification to teaching and learning to bring common consensuses between the societies and stake holders to make the internal efficiency better. The point indicates there were no consistent discussion with all educational stake holders and parent

Finally to conclude all factors identified under the findings need a serious reaction and measures, unless it may deteriorate quality of education and as well internal efficiency .In general the researcher concluded to the school community and all stakeholders must play great role to maintain quality of education in Becho woreda from secondary schools to elementary schools of Becho.

2. Conclusion

It is concluded that the trends of students were low promotion rate, which was highly characterized by inconsistency promotion rate and could be challenging to Becho woreda secondary schools and Woreda Education office.

The fluctuation of repetition rate and dropout rate from year to year at Becho woreda secondary schools initiate the responsibilities of principals to design additional interventions to control the problems regarding the repetition and dropout, that has been challenging to school principals WEO and teachers.

The increment of dropout rates and repetition rates at the woreda level motivates the responsible bodies to design additional interference to control the causes of dropouts and repetitions. This implies that dropout and repetition rates need additional expense the coming next year.

Among socio cultural problems that cause dropout and repetitions gender disparity, parental health, family separation, religious issues, distance from the school , family awareness, trading and community culture were high cause of dropout that remain challenges of woreda secondary education, This implies Becho woreda education office experts principals, PTA members must give attention to socio cultural factors with continuous awareness to improve internal efficiency not education quality been deteriorated .

It had been found that teachers and principals lack encouragement to students. In the condition where students lack encouragements they are obliged to dropout and repetition. This leads to the financial and material resources wastage.

It had been found that schools lack toilets for girl's students to use, In the situation where school principals, WEO and PTA did not give attention to girls students toilets girls students are obliged to dropout from schools. This implies increment of girl's student's leads to inequality of girls and wastage.

The study indicated family economic back ground, health problem, family awareness about education was serious problems, This implies that as the students either fail or dropout and the concerned bodies must give attention to aware the community and parents to minimize the problems

.The study result shows Shortage of educational facilities, laboratory, library, lack of desks, ICT materials significantly cause dropout and repetition .In the situation, where shortage of educational materials are major factor to dropout and repetition students decide either to dropout or to repeat. This Implies schools are talked with wastage.

The finding shows that in both secondary schools poor leadership practice was seen as the problem of dropout and repetitions. So, in the situation where leadership is weak the dropout and repetition will increase. This implies the coming years the schools are obliged to allocate additional budget for dropouts and repetitions and this is wastage.

The study reveals poor parents; and parent's educational awareness has impacts on internal efficiency. Students whose families are illiterate or low educational level withdraw from the school. Those families were helping to dropout from the school. Therefore academic levels of parents contribute to low internal efficiency.

It had been found when student related factors tackle internal efficiency, schools are not internally efficient .This implies that dropout and repetitions remain challenges of the woreda education office and schools community.

In the situation where majority of students walk long distance and it could not be easy to control dropouts and repetitions. So educational experts, PTA members and principals must give attention and prepare residence or schools must be constructed at remotest places where pupils are crowded.

Beliefs of principals, department heads, teachers, students and PTAS were contrasting each other and they have no common outlook and needs on continuous justification to teaching and learning at ZEO and WEO must take attention to the internal efficiency of all schools and starting from UPE to preparatory schools, in increasing the tendency of participation of parents, creating discussion program with integration with school communities, governmental and non governmental bodies to conduct local program in creating conducive teaching learning environment from UPE to preparatory school.

In the situation where there is high dropout and repetition many control mechanisms must be planned to enhance internal efficiency .This implies that if control mechanisms are not planned schools are tackled by wastage.

5.3. Recommendation :Based on the major findings and conclusions drawn out with respect to the assessment and factors affecting the internal efficiency of secondary schools of Becho Woreda the following recommendations were suggested:

Based on the findings of the study, repetition rate, dropout rates, and as well the status of the internal efficiency were the crucial problems which were leading to high wastage, So it is better if schools leaders, woreda education office department heads, PTAS and other stake holders and parents make systematic organized public information program to make changes on the awareness of parents, on the importance of education and total internal efficiency of schools, so as to convince parents to send their children to the school and participate in control of students to provide the necessary materials, to participate in schools affairs, to give guidance and counseling with students counselors to dropped out students and repeated students and even enrollment. Zonal and woreda education office leaders and PTAs must work on their share or hire more qualified principal's teachers and make schools environment more conducive for teaching and learning process

Social and cultural problems such as early marriage, teenage and pregnancy fear of abduction, gender disparity, and religious issues must be solved through continuous discussion with the family and the community from grassroots. Student related factors such as absenteeism local trading, lack of interest to study, fear of abduction, lack of job opportunity in the future, dependency of family economy must be minimized through continuous discussion with families and parents and all educational leaders must know the usage and value of education and bring gradual change.

Factors related to the community like poor economic background must be solved with families of poor economic back ground, who are living in the country side on bare land, must be motivated to use their plot of land with concerned bodies in scientific method of farming or students who repeat and dropout from schools, because of cost or poverty must be supported by cooperation with nongovernmental organizations or international donors or school community and PTA members must design mechanisms of helping ,WEO must build other secondary school at the remote area found 69 Km far .

School related factors such as: lack of supply of laboratory materials, lack of supply of books, lack of ICT materials, lack of classrooms, lack of instructional materials, lack of toilets for girl's students and lack physical resources must be improved with integration of Oromia Education Office, WEO, WAO, school community and other stake holders or donors and Mettu University.

Factors related to principals and teachers such as educational qualifications must be improved by the concerned training bodies and hiring bodies or region. WEO must hire principals and teachers with efficient results and must come to teaching profession and those who were newly deployed teachers and experienced teachers must be strengthened through CPD, and CPD by itself must be strengthened and controlled at schools. Poor educational back ground must be improved from grassroots by integrating with elementary schools, principals, teacher's department heads and other stake holders must give attention on subjects such as Mathematics, English and science must be improved by hiring competent teachers from the very beginning and students must have continuous discussion, guidance and counseling.

Beliefs of principals, department heads, teachers, students and PTAS were contrasting each other and they have no common outlook and needs on continuous justification to teaching and learning. ZEO and WEO must take attention to the internal efficiency of all schools and starting from UPE to preparatory schools, in increasing the tendency of participation of parents, creating discussion program with integration with school communities, governmental and non governmental bodies to conduct local program in creating conducive teaching learning environment from UPE to preparatory school.

REFERENCES

- Abagi, O and Odipo, G, (1997). Efficiency of primary Education in Kenya: Situational Analysis and implications for Educational Reform. KenyanUniversity. Unpublished, Discussion paper, Paris France
- Adeyimi T. O and Adu(2012). *Teachers Quality and Internal Efficiency in Primary Schools in Odo Ekiti State Nigeria* .Department of Educational Foundations and Management. Un Published Thesis. University of Odo Ekiti Nigeria
- Adigun J. T and Adu. E. T (2012). *Effective Management of school Based Assessment as Accor elate Studies of Instructional Studies of Colleges of Education*, The efficiency of College Education in Nigeria, Department of Curriculum and Education. Nigeria. PublishedThesis. Nigeria.
- Amina Ibrahim, (2015) **Building Gender Equality in Urban Life**. Ministry of Education Published, Guideline. Abuja, Nigeria
- Ayalew Shibashi, (2005). *Development of Education in Africa. Ministerial Seminar on Education for Rural people in Africa in Policy Lessons: Addis Ababa*. Published Working Document. Addis Ababa, Ethiopia.
- Bekalu F. (2005), Instructional leadership. Jimma University. Unpublished .Teaching module. Jimma, Ethiopia.
- Best, J.W. and Kahan (1993). Research in Education, New York, Prince Hall of New Delhi pvt.Ltd :St. Martin Press. New York Prince Hall
- Birimer, M.A L Paul and Sehan (1971) Wastage in Education world Problem. Paris Published *Journal. UNESCO: Paris, France*
- Bishop. (1989), Alternative Strategies for Education, London, British Library, Published. Booklet, Hong Kong china.
- Cresswell, (2010). The Nature of Mixed Method Research, University of Nebrasaka

International Educational Publisher, Published. Thousands Okes London, New Delhi

Charles kibanani, and Ronald Werunga. (2006). *Educational Wastage in Kenya Threat of Internal efficiency in Bonguma country secondary education* ‘Mount Kenya University Un Published Thesis for M.A. Nairobi Kenya.

Cohen, L and Manion. L (1980). *Research Methods in Education*, London, and Published .Booklet. London.

Coombs, P. H and Hallack Jaques, (1987).*Cost Analysis in Education: Tool for Policy and Planning* EDI Series in Economic Development, *The World Bank.* , Published. London.

Coombs P.H., Prosser, C (1987) .M .*New Path to Learning for, Rural Children and Youth*, New. International Council for Educational Development, John Hopkins Press .New York.

Damaris Kaiyoka, (2014).*Rates in Primary in Urori Division Mibrare: University of Nairobi*, Unpublished, Thesis for M.A. North District Kenya.

EricA. Hanushek, (1994) .*Concepts of Educational Efficiency and Effectiveness*. Oxford University and Princeton University, Published, Research Gate. Princeton Stanford

Eisemon.T.o.(1997)*Reducing repetition Issues and Strategies* .Paris UNESCO,IIEP

Ferew Amsale (2014). *School and society*, Jimma University, Unpublished Teaching Module Jimma Ethiopia

Gomes Neto, J and Hanusheke, E. (1994).*Causes and Consequences of Grade Repetition: Evidence from Brazil* *Economic Development and Cultural Change*. Published Booklet.

Hunt, N ,and May (2008) *Dropping Out from School: Across Country Review of Literature Create pass Ways to Access* ,Research Monograph ,16,Brington;Universityof Sussex.

Levin H.M, (1995). *Cost Effectiveness Analysis*, International Encyclopedia of Economics of Education. In. M .Carnoy (Ed Published).Oxford Pergamon.

Ignatus , I. V (.2001). *The imperatives of Strategic planning* Paper presented at the national work .For Pro Chancellors, Vice Chancellors, and other Principal Officers of Nigerian. *Universities, Published. NUC Auditorium, Abuja. Nigeria.*

Jare Brophy, (2006). *Grade repetition*, International academy of Education, (IIEP), Published .Booklet, France, UNESCO.

Ker linger. F (1986). *Foundations of Behavioral Research*.(3rd Edition) Holt Rechart and Winston. Published .*Booklet .New York Holt.*

- King, (1999). Promotion With and Without Learning: Effect on Students Dropout, Washington DC. *Journal, Washington DC*.
- koang Yaung,(2015).*Factors Affecting internal Efficiency of, Nuer Zone Primary Schools. Jimma University. UnPublished, Thesis for M. A, Jimma Ethiopia.*
- Leretholi, C.M (2001).Tuition Fees in primary and Secondary Schools in Lesotho. The Implications of Access, Equity, and Efficiency, Paris, Published Booklet .Paris, France IIEP.
- Lisau Ashebir , (2004).*Factors Affecting Internal Efficiency of Rural Primary Schools in Tigray Region* Addis Ababa University, Published, Master Thesis. Addis Aeba, Ethiopia.
- Mihaela Jigau, (2012).Cohort Analysis Estimation of the Dropout Phenomenon. UNICEF Published, Bucharest
- Mayilo Julius and Joiti Bawane, (1992). “*Education and Poverty Relationship and Concerns In case of Kenya.*” Msinde University of Science unpublished Thesis for M.A.
- Mearg, (2004)*Assessment of Internal Efficiency and Effectiveness of Government Secondary Schools* Wolqait WoredainTigray Regional State. Mekele University. Unpublished Thesis for M.A .Mekele Ethiopia.
- Mihaela, (2012)Cohort Analysis Estimation of the Dropout Phenomenon. UNICEF Project Coordinator Publishing Alpha MDN. Research, Bucharest.
- MahonM. C (2006) Efficiency and equity in European Education and Training System Europe Staff Working paper Published Europe.
- MOE, (2007).Educational Development Program: Ministry of Education. Published. Educational Reform. Addis Ababa. Ethiopia.
- MOE (2007). Preparation and Usage of Educational Documents: *Addis Ababa, Oromia Education Office Published, Guide Line, Addis Ababa.* Ethiopia.
- Mohamed Yenus, (2014). Dimensions of Principals Characteristics for Improving Internal Efficiency of Schools in Pakistan: Elementary and Secondary Education Department. *International Journal for Innovation Research Published.* Pakistan.
- Mohamed Yusuf, (2013).Economic Background of parents on their Children .Nigeria, (Development and Jim) School of Education. Published. Abuja. Nigeria.

- Mycliffe Magate, (2015). Factors Affecting Academic Performance in Day Secondary School In Borabu Districts In Kenya .Kenyatta University Published *International Journal of Current Business and Social Science*, Kenya.
- Nebiyu Taddese;(1999) Educational Materials and Finance Management .USAID /BESO Project (unpublished)
- Nyanya Onguweya Tomas, (2015). *Influence of school Based Factors On internal Efficiency in Improvement of Secondary Education in Same Cusumu Country .Kenya*. University of Nairobi. Published Research for M .A. Kenya.
- NUcube, (2004). “*Managing The Quality Of Education in Zimbabwe. The Internal Efficiency of Rural Day Secondary Schools,*” Zimbabwe, published Doctorial Dissertation. University Of South Africa.
- Olubar, (2004) Comparative Analysis of the Internal Efficiency of Junior Secondary Education on Two Selected States of Nigeria. University of Odo Ikiti, Published, *Journal of Education , Foundations and Management of, Odo ikiti*, Nigeria
- Pridemore, (2007) *Impact of Health on Education Access and Achievement, across National Review. The Research Evidence* .Create Path ways to Access.No26.Brighton:University.of Sussex .Published. Brighton.
- Psacharopoulos, G.J, (1985). Education Reform Fail comparative Analysis International Review Of Education Volume 35
- Pyreczac, Fred, (2000) Writing Empirical Research Reports; Basic Guide for Students of social and Behavioral science.3rdEd *Amazon com. Published .Basic Guide. Amazon Com.*
- Robert Michell, (2000).Measures of Efficiency and Effectiveness as Indicators of Quality. *Simburne University of Technology .Published Victoria .Australia.*
- Rog. B. A, (1997). Research Methods in Education, Addis Ababa, Saint Mery University Collage Un published.Teaching Module, Addis Ababa Ethiopia.
- Sharma, (2009). Educational Administration, Published, Booklet, New Delhi, India.

- Smith, M. K. (2002). *Informal, Formal, and Non Formal Education A brief Overview of Different Approaches*. **The Encyclopedia Of informal Education Hosting By Memest**. George Williams College .London Published. London.
- Smomons, John Alexander Leigh (1986). Factors Which Promote School Achievement in Developing Countries are view of research education dilemma policy issue for developing countries in the 1980: Frank fert. Published. Germany, Frank fert.
- Stave Eggen (1992) Educational Psychology: Class room Connections, New York. Published, Booklet. New York
- Stave Higgins, (2004). The Impact of School Environments. University of New Castle, Published. Literature Review. New Castle, United Kingdom.
- Tefera Bekele, (2006). Introduction to Educational Research. Jimma University Unpublished Teaching Module. Jimma Ethiopia.
- Taylor. J. Wood, (2015). Health Academics U.S Department of Health. Atlanta Published *American Journal of Public Health, Clifton Road, Atlanta*.
- Temesgen Bekele and Nasir Alawi, (2001) Improving Quality of Primary Education Program in Ethiopia .Published *Capacity Building Training Material. SAID*.
- UNESCO (1998). Opportunities When Educational Repetition and Drop Out In Primary Schools. Published. *France: UNESCO*
- Yaikob Temesgen, (2014). *Internal Efficiency of the Extent of Wastage in Secondary Education Ilu Abba Bora Zone Selected Districts* Addis Ababa. University Unpublished Thesis A/A/Ethiopia.

APPEENDIX 1

Questionnaire for Principals, Department Heads and Teacher

The questionnaire is prepared to gather data from principals and department heads .The questionnaire is constructed to gather quantitative and qualitative data which constitute respondents back grounds ,cohort of students ,quantitative questionnaire, such as socio cultural factors, economic factors, school related factors, administrative factors, teachers ,related factors, opinions and believes of respondents, The purpose of the questionnaires are to collect data from principals and department heads.

Dear respondents the questionnaires are designed to collect data on the assessment of the internal efficiency of Becho Woreda Secondary Schools. Therefore you are kindly requested to provide; your genuine responses accordingly.

. Personal back ground

1. Woreda _____ 2 School _____

2. Sex 1. Male

2. Female

3. Age Year

4. Educational Status 1.TTI 2. Diploma Degree

4.3 2. What are your schools dropout rates repetitions and promotion rates of your school? From the document. 4.3.1

No	Item	Grade	2003			2004			2005			2006			2007		
			M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	Dropout rate	9															
		10															
		11															
		12															
2	Repetition rate	9															
		10															
		11															
		12															
3	Promotion rate	9															
		10															
		11															
		12															

4. 3.1 To what extent are the following factors are causes of students repetition, and dropout?
[please use this mark and rate them x]

4.3.1 Social and Cultural Factors (Community and parents)(Questionnaire for Teachers, Principals, Department heads)

No		Very high5	High4	Medium	Low2	Very low
1	Early marriage					
2	Teenage pregnancy					
3	Fear of abduction					
4	Gender disparity					
5	Parent health					
6	Parent death					
7	Family divorce					
8	Religious issues					
9	Distance from the school					
10	Family awareness					
11	Absenteeism					
12	Trading					
13	Community culture					
14	Interest to study					
15	Lack of time to study					

4.3.2 Economical Factors [Mark and rate them X]

No	Item	Very high5	High4	Medium3	Low 2	Very Low1
1	Poor Family economic Back ground					
3	Family income dependency					
4	Lack of uniform					
4	Lack of uniform					
5	Lack of educational materials					
5	Lack of educational materials					

4.3.3. Inter school Related Factors (resource availability) Please use this mark x

No	Item	S/agree 5	Agree 4	Neutral3	Disagree2	disagree 1
1	Supply of Laboratory					
2	Supply of books in the library					
3	Class rooms availability					
4	Offices and Stores availability					
5	Instructional materials availability					
6	Pedagogical centers availability					
7	Material resources availability					
8	Toilets availability					
9	ICT materials availability					

4.3.4 Administrative Factors [please use this mark 'x' and Rate]

No	Item	Strongly agree5	Agree4	Neutral3	Disagree2	Strongly disagree 1
1	Leadership practices					
2	Application of rules and regulations					
3	Resource mgt					
4	Budget mobilization					
5	Shortage of budget					
6	Communication					
7	Community mobilization					
8	Evaluation of performance					

4.3.5 Teachers Related Factors (Educational Factors) Use this mark x

NO	Item	Strongly agree5	Agree4	Neutral3	Disagree2	Strongly disagree 1
1	Qualification of teachers					
2	Availability Of teachers in Math's and English					
3	Encouragement of teachers to the students					
4	Quality of assessment of of students					
5	Relevancy Instructional Method and material					
6	Quality behavior of teachers					

4.3.6 What are your Beliefs towards the Problems of the Internal Efficiency of Your School

Based on your Opinion// please mark x on the appropriate choice]

No	Item	Veryhigh5	High 4	Medim3	Low2	Very low1
1	Efficiency were measured with only promotion rate					
2	Schools with high dropout and repetition rate are in efficient					
3	Schools With the high repetition rate teachers are inefficient					
4	Controlling dropout and decreasing dropout is not the duty of teachers, principals and the community					
5	All schools promoting students are internally efficient					
6	Dropout and repetition cannot be controlled with students themselves					
7	Schools resource fulfillment has no connection with internal efficiency					
8	Education quality is measured by internal efficiency					

1. Do you think that there is other wastage beyond repetition and drop out?

2. What do you think to alleviate drop out and repetition rate of your school

APPENDIX II

Becho Woreda Secondary Schools Questionnaire for **Teachers**, principals and Department Heads

, The purpose of the questionnaires are to collect data from teachers The questionnaire is constructed to gather quantitative and qualitative data which has respondents back grounds cohort of students ,quantitative questionnaire such as socio cultural factor ,economic school related factors administrative factors, teachers ,related factors, opinions and believes of respondents

Dear respondents the questionnaires are designed to collect data on the assessment of the internal efficiency of Becho Woreda Secondary Schools. Therefore you are kindly requested to provide; your genuine responses accordingly.

. Personal back ground

1. Woreda _____ 2 School _____

2. Sex 1. Male 2. Female

3. Age Year

4. Educational Status 1.TTI 2. Diploma Degree

.4.2. What are your schools dropout rates repetitions and promotion rates of your school? From the document.

4. 3.2. To what extent are the following factors are causes of students repetition, and dropout ?

[Please use this mark and rate them x]

4.3.2.1 Social and Cultural Factors (Community and parents)(Questionnaire for teachers, principals, department heads)

No		very high5	High4	Medium	low2	Very low
1	Early marriage					
2	Teenage pregnancy					
3	Fear of abduction					
4	Gender disparity					
5	Parent health					
6	Parent death					
7	Family divorce					
8	Religious issues					
9	Distance from the school					
10	Family awareness					
11	Absenteeism					
12	Trading					
13	Community culture					
14	Interest to study					
15	Lack of time to study					

4.3.2.2 Economical Factors [Mark and rate them X]

No	Item	Very high5	High4	Medium3	Low2	VeryLow1
1	Poor Family economic Back ground					
3	Family income dependency					
4	Lack of uniform					
4	Lack of uniform					
5	Lack of educational materials					
5	Lack of educational materials					

4.3.2.3 Inter school Related Factors (resource availability) Please use this mark x

No	Item	Strongly agree 5	Agree 4	Neutral 3	Disagree 2	disagree 1
1	Supply of Laboratory					
2	Supply of books in the library					
3	Class rooms availability					
4	Offices and Stores availability					
5	Instructional materials availability					
6	Pedagogical centers availability					
7	Material resources availability					
8	Toilets availability					
9	ICT materials availability					

4.3.2.4 Administrative Factors [please use this mark 'x' and Rate]

No	Item	Strongly agree 5	Agree 4	Neutral 3	Disagree 2	Strongly disagree 1
1	Leadership practices					
2	Application of rules and regulations					
3	Resource mgt					
4	Budget mobilization					
5	Shortage of budget					
6	Communication					
7	Community mobilization					
8	Evaluation of performance					

4.3.2.5 Teachers Related Factors (Educational Factors) Use this mark x

NO	Item	Strongly agree 5	Agree 4	Neutral 3	Disagree 2	Strongly disagree 1
1	Qualification of teachers					
2	Availability Of teachers in Math's and English					
3	Encouragement of teachers to the students					
4	Quality of assessment of students					
5	Relevancy Instructional Method and material					
6	Quality behavior of teachers					

4.3.2.6 What are Your Beliefs towards the P problems of the Internal Efficiency of Your School Based on Your Opinion// please mark x on the appropriate choice]

No	Item	Very high 5	High 4	Medium3	Low2	Very low1
1	Efficiency were measured with only promotion rate					
2	Schools with high dropout and repetition rate are in efficient					
3	Schools With the high repetition rate teachers are inefficient					
4	Controlling dropout and decreasing dropout is not the duty of teachers, principals and the community					
5	All schools promoting students are internally efficient					
6	Dropout and repetition cannot be controlled with students themselves					
7	Schools resource fulfillment has no connection with internal efficiency					
8	Education quality is measured by internal efficiency					

1. What do you think to alleviate dropout and repetition rate of your school _____

APPENDIX I II (Part III)

Questionnaire for Students

The purpose of the questionnaires is to collect data . The questionnaire is prepared to gather data from dropped out students repeated students .The questionnaire is constructed to gather quantitative and qualitative responses which has respondents back grounds cohort of students ,quantitative questionnaire such as socio cultural factors, economic related and student related factors.,

Personal Back Ground

1. Woreda 2. School
2. Sex 1. Male 2. Female
3. Age 14-20 Above 20
4. Educational qualification 9 10 11. 12.

4.3.0 To what extent are the following are causes of drop out and repetition? 4.3.3.1 Social and Cultural Factors by Teachers [.please mark x on the appropriate choice]

No	Items	S/ agree 5	Agree 4	Neutral 3	Disagree 2	S/disagre1
1	Early marriage					
2	Teenage pregnancy					
3	Fear of abduction					
4	Gender disparity					
5	Parent health					
6	Parent death					
7	Family separation					
8	Religion					
9	Distance from the school					
10	Family awareness					
11	Absenteeism cultured					
12	Being local trader					
13	Community culture					

4.3.3.2 Economical Factors [Rate the appropriate choice 'x']

No	Items	Strongly agree 5	Agree 4	Neutral 3	Disagree 2	Strongly disagree 1
1	Family economic Background					
2	Using children as economic asset					
3	Family income dependency					
4	Educational materials					

4.3.3.3 Educational Factors (student related)

No	Items	Strongly agree 5	Agree 4	Neutra 3	Disagree 2	St/ disagree 1
1	Lack of Time to study					
2	Interest to study					
3	Carelessness because of family wealth					
4	Health problem					
5	Lateness and absenteeism					
6	Social and cultural causes					
6.1	Lack of vision					
6.2.	Early marriage					
6.3.	Pregnancy					
6.4.	Psychological problems					
6.5.	Educational back ground					
6.6	Religious education					

2.4. What do you think to solve the problem of dropout and repetition?

A. –

B. –
.....

..

APPENDIX IV

Questionnaire for School PTA Members

Dear **PTA members** those questionnaires are designed to collect data on the assessment of the internal efficiency of Becho woreda secondary schools. Therefore you are kindly required to provide your genuine response respective

1 Personal Back Ground

1 Zone _____ 2. Woreda _____ 3. School _____

2. Sex 1. Male 2. Female 3. Age _____ Year

4. Educational status 1. Primary education 2. Secondary education

3. Diploma 4. Degree

4.4.0 To what extent is your perception towards the fulfillment of educational materials facilities physical, financial resources and fund raising from the community ‘

No	Items	S /agree /5	Agree 4	Neutral3	Disagree2	St/ disagree 1
1	Supply of Laboratory materials					
2	Supply library books					
3	Class rooms availability					
4	Offices and Stores availability					
5	Instructional materials availability					
6	Pedagogical centers availability					
7	Material resources availability					
8	Toilets availability					
9	ICT materials availability					
10	Recreation rooms availability					
11	Motivation of teachers morally and financially					
12	Pedagogical centers availability					
13	Leadership practices					

4.1. What are the common causes and factors of drop out and repetition?

- A.
- B.
- C.
- D.
- E.
- F.
- G.
- H.

4.2. What will you recommend to the problem of dropout and repetition?

- A.
- B.
- C.
- D.

APPENDIX V

Questionnaires for the Two Woreda EDU/Office Department Heads

Dear respondents the questionnaires are designed to collect data on the assessment of the internal efficiency of Becho woreda secondary schools .Therefore; you are kindly requested to provide your genuine responses accordingly.

.5.0 Responses Given by Woreda Education Office Department Heads

Table 29 WEO Department Heads perception on Interschool related Factors

No	Item	Frequency of respondents						
		PTA/Members						
		Very/H	Hig h	Medium	Low	V/Low	Mean	%
1	Supply of laboratory material							
2	Supply of library books							
3	Class rooms and office availability							
4	Play ground availability							
5	Budget allocation							
6	Human and Material resources availability							
7	Toilets availability							
8	ICT materials availability							
9	Teachers availability							
10	Community participation							
11	Pedagogical centers availability							
12	Motivation of teachers morally							
	financially and materially							
13	Leadership practices							

Level of agreement >3.5Very High 2.5-3.49moderate <1.5Low

5.1. What were, physical resources, material resources and financial resources related factors, administrative related factors, student related and teachers related factors and , socio cultural factors, are seen and what factors are solved to improve low internal efficiency?

.....

5.2. What are the recommended solutions to minimize educational wastages and make high internalefficiency.....

.....

QUALITATIVE QUESTIONS

RESPONSES OF INTEVIEW BY PTA MEMBERS

4.1 What were the common causes of dropout and repetition in your secondary schools? (Responses by PTA members)

To the above item through interview .4.1 the PTA members responded the followings ideas and opinions as causes of dropout and repetitions. The points, were family problems such as poverty, as stated by *Dan et al*, parent death, parent health problem, family awareness as stated by (Homes2005), the students themselves, some teachers related problems as stated by (Dogalis1964) corporal punishment or disagreement, leadership related factors or lack of encouraging students ,absenteeism, fear of abduction lack of interest, local trading, distance from the school, are causes of dropout and repetition, specially of girls students coming from dista

A. What were student's related factors of dropout and repetition? Most of the PTAs members responses result on students related factors were, lack of interest, fear of abduction, lack of job opportunity in the future, distance from the school, poverty (financial problem) health problems, early marriage with their interest, disciplinary problems, and repetition itself were causes of dropout and repetition.

B. what were teacher's related factors? Through interview PTA members' result of the response was lack of motivation of the students, teaching without preparation, migration, corporal punishment, and sometimes poor evaluation and poor behavior. (B.M Sharma, 2009). had stated the above factor on teacher's related factors Harmson and Handshake in Nebiyu(1999) .

C. What was community related factors was forwarded to the PTA members, and the result of the response was, poor awareness of the community, poor community culture, like early marriage, using children as economic asset, religious problems, simply prohibiting students from school, looking at 10th grade completion rate result, students without job opportunity. Those responses indicated that educational leaders were not discussing with the community.(Dave Meci 2011) stated so many factors in the review literature

D. Was interview on individual family related factor of the dropped out and repeated students. The result of the response shows poverty, household problems, family divorce and health problems. This indicated that majority of the students dropped and repeated students have poor

economic back ground and rely on house hold chores. Dan *et al*(2009) stated poverty as factor, house hold factors by Homes ,Lockshin on family education levels were factors of dropout and repetition.

E. The interview was on school related factors .The result of responses of PTA member's shows lack of educational materials, lack of enough qualified teachers, distance of home to the school, lack of laboratory, lack of library and lack of trained principals This indicates that Becho woreda secondary schools were not efficiently equipped and have, no trained principals and teachers with methodology rather than major subjects or minor subjects these factors led to dropout and repetition

F. The interview was on leadership related factors. The interview result indicates low commitment, low leadership knowledge, poor resource management, poor community mobilization, poor planning, organizing, directing and controlling of the students and teachers poor communication were the problems. From their conclusion school principals have no knowledge of leadership or experience to lead secondary schools.

G. what is the status of the internal efficiency of Becho Wroreda Secondary schools?

To the question the PTA .members responded ,the status of the internal efficiency of the secondary schools were moderate enrollment, high dropout, high repetition rate with low 10th GSLCE result and high wastage ratio which was not externally efficient. This shows that all educational stakeholders were not well committed in educational work.

H. what was recommending to the problem of dropout and repetition by WEO department heads? The result of the response shows that principals must be trained to the standard, making discussion with the stake holders, and the community, improving the availability of human and material resources, avoiding corporal punishments, hiring efficient teachers, motivating teachers and students and counseling the students are solutions to minimize dropouts and repetitions.

Generally from the perceptions of PTA members, the problems of drop out and repetitions were not only the problems of students, parents, teachers related, leadership related ,community related or environment related problems and factors related to the government with their specific parts