RESEARCH ARTICLE

ASSESSMENT ON THE INTERNAL EFFICIENCY AND EFFECTIVENESS OF GOVERNMENT SECONDARY SCHOOLS IN WELQAIT WOREDA, WESTERN TIGRAY, ETHIOPIA

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ARTICLE INFO	ABSTRACT
	The purpose of this study was to examine the magnitude of the problem of internal efficiency and effectiveness in the form of dropouts and repetition of secondary schools in welqait wereda. To attain this objective descriptive method was employed which include a sample of five secondary schools, five school leadership member principals, 40 teachers and 40 students were selected using purposive and convenience sampling techniques respectively. Before distributing the questionnaire, its validity and reliability was checked through pilot study. Data was collected using questionnaire from teachers and students and through semi structured interview from the school leadership. The collected quantitative data was analyzed using SPSS software program. Narrative interpretations were used to analyze the qualitative data that has been collected from the school leadership. Furthermore, the analyzed data was presented through frequency and percentages. As a result the findings showed that the students travel long distance from home to school. It has been also indicated that there is lack and absence of encouragement of pupils from teachers. Students believe that they fail to study hard and show lack of interest in education. Parents are unable to provide their children with the necessary support. It has been reported that parents demand for chores is high. The discussion reveals prevalence of early marriage, teenage pregnancy, and gender role disparity. Fear of abduction or rape on the way to and from school and family breakdown (disunity) are also indicated. Regarding the availability of educational facilities; laboratory and library are available. However, it has been indicated that there is lack of instructional materials, guidance and counseling service. Moreover; there are also overcrowded classes. Teachers agree that students' participation in income generating activities is one of the reasons for repetition and dropout of students.

CHAPTER 1: INTRODUCTION

Background of the Study

Education plays a crucial role in economic development and social modernization as a key factor in production. It supplies requisite number and quality of persons needed for different tasks and by calculating among the mass of people appropriate attitudes, skills, and personality traits. It creates a proper climate for development. Creating a well informed and educated citizen, it ensures the effective working of the basic institutions on which economic and social well being of the nation depends. Education is the catalytic factor for the development of human resources with the provision for better health and nutrition, socio economic opportunities and helpful natural environment. The principles are efficiency, equality, flexibility, national unity. The output of education system is considered production by both economists and educationalists.

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The process of production in an economy and a formal education system are compared with regard to their structure, decision making process and the ultimate objectives (Rolle, 2003). Educational productivity is the effective and efficient production of educational outcomes. When we say productivity it includes inputs which combine expenditure per student and outcome (student achievement through utilization of production function analysis) in addition to this productivity is the final outcome of better input in the form of schooling and educational outcomes controlling the influence of various other aspects (Blaug, 1972). Educational organization are the most important formal institutions which play role in molding the ideas, habits, and attitudes of students with a view to producing well balanced personalities, physically strong, mentally alert, emotionally stable, culturally sound, and socially efficient citizen (Aggarwal, 1998). Therefore, building a strong and productive culture in the sense institutions based on shared vision conducive to promoting collaboration in enhancing quality and the overall school improvements is a critical issue and depends on the leadership effectiveness. (Stoll, 1999) as cited in (Dimmock and walker, 2005) above all, in realization

of the objectives and overall success of the organization needs leadership commitment in these issues. Fullan (2002) states that affecting and promoting school organizations to dramatic change on the overall academic achievement of students usually needs leadership commitment. Similarly, Nelson and Campbell (1997) noted that commitment of organization leaders is one of the main factors for job satisfaction. Organizational leaders build schools with different culture and this depends on the level of their commitment (Mcshane and Glinow, 2000). Scholars like Bruce Fuller (1987) explained and wrote about the factors that raise achievement in the third world. Accordingly, in the third world, the secular school is often a novel institution, operating in the school setting, where written literacy and formal socialization are relatively recent phenomena. Therefore, schools with limited material resources appear to have a strong impact on academic achievement, in dependent of pupils' family background, than with in industrialized countries. This optimistic claim is undercut; however, by limitations in how pupil background characteristics have been specified with in empirical models. The study conducted had a report on the schools' aggregate influence on the academic achievement versus the influence of family background and assess the relative influence of alternative schools imputes and organizational practices pointing to more efficient strategies for raising pupil achievement. Principals have been recognized as important contributors to the effectiveness of schools in an area of school accountability reform and shared decision making and management in schools' leadership matters. We know from existing effective schools research that "effective principals influence variety of school outcomes; including student achievement through their recruitment and motivation of quality teachers, their ability to identify and articulate school vision and goals, their effective allocation of resources, and their development of organizational structures to support instruction and learning (Jennifer King Rice, 2010).

This provide evidence that the quality of principal affects a range of school outcomes including teacher's satisfactions and their decisions about where to work, parents participations in the schools, their children attendance, and ultimately; the academic performance of the school. Mcshane and Glinlow (2000) stated that education presumably produces educated individuals who are expected to have enhanced productivity. Thus, the process by which education transfers /relatively/ unproductive individuals into /relatively/ productive ones is not understood. In other words, it is essential to understand the educational production functions. Considering education as industry also involves the issue of standards and provides a reason to evaluate educational performance using means other than examination results. Education is seen as an investment because it entails costs in the present and because it increases productive capacity and income (of the individual to be sure but also of the society in general) in the future. In economic terms, the concept of efficiency can be easily be defined as the relationship between inputs and outputs, where by economic efficiency is increased by a gain in units of outputs per unit of input. This can occur by holding output constant and increasing input or by deriving greater production from the same level of input. The internal efficiency of education is improved when more education outputs are produced at given education

resources or fewer education resources are used in producing the same amount of education outputs. This educational economic analysis is centrally concerned with the production of education outputs and with education costs. Internal efficiency is concerned with the relationship between inputs and outputs within the education system or within individual institution while what internal efficiency concerns is how to allocate the given public subsidization among computing uses. Training teachers, curriculum reform and improving facilities and so on. And how to provide public subsidization, that is, financing consumers (student or families) or financing producers. In his opinion, internal efficiency is at least as important as external efficiency, in education cost effectiveness analysis can be utilized in the form of investment made in the education sector and has its subsequent result and cost utility analysis is similar to cost effectiveness analysis. The concept of cost effectiveness is applied to the planning and management of many types of organized activities.

1.2. Statement of the Problem

Education is accountable and has unique responsibilities for developing and implementing a vision of learning to provide organizational decisions. Education guide a process for developing and revising a shared vision, strong mission, and goals that are high and achievable for every student when provided with appropriate, effective learning opportunities. The vision, mission, and goals represent what the community intends for students to achieve, informed by the broader social and policy environment and including policy requirements about specific outcomes and continuous improvement. The vision, mission, and goals become the touch stones for decisions, strategic planning, and change process; they are regularly reviewed and adjusted using varied sources of information and ongoing data analysis. School leaders should engage the community to reach the consensus about vision, mission, and goals to set effective process of establishing; vision, mission, and goals should incorporate diverse perspectives in the broader school community and create consensus to which all can be committed, while leaders engage others in developing and implementing the vision, mission, and goals, it is undeniably their responsibility to advocate for and act to increase equity and social justice. (Nancy M. Sandres *et al.,* 2008).

Education is a basic human need and a key factor in development. Investment in education will directly raise the well being of individuals, but will also raise their "human capital" and capacity to acquire means for the satisfaction of other basic needs. Education is also seen as a means of reducing inequality, a mechanism of making others investments more productive and an avenue for social and political development. These positive "externalities" make educational investment also highly profitable for society concerns about the quality of education; However, poor quality of education can affect investment negatively. Assessment of the impact of educational investment thus requires a close monitoring of the quantity and coverage of educational services as well as of the quality of the services. Currently, numerous strategies and new initiatives for improving quality of schooling at the primary and secondary levels are being

considered, with strong support from multilateral agencies, including the World Bank. These initiatives include increasing availability and quality of teaching materials, in service training of teachers, and improvement of teaching methods (Rob Ves, 1996). Education is the foundation for sustainable lifelong individual development. It is aimed at equipping individuals with such knowledge, skills, and attitudes that will enable them live meaningful and fulfilling lives, contribute to the development of the society and drive maximum social, economic, and cultural benefits from the society; and discharge their civic obligations competency. In addition to the benefits of gross national product growth, educated and healthy population strengths the capacity of society to manage problems and withstand external shocks. Education is basic to human capital development of every nation. It provides not only initial earnings advantage but also spent in the labor market. An important motivation for investment in education is that the acquired knowledge and skills tend to realize productivity, earnings potential and nations' economic growth rate and overall development a further important motive behind acquiring more education is to lower the risk of unemployment. (Ajala and Kerebih, 2008). There are four principles of sources of inefficiency. The first is the leakage of resources between the central government and the school through misuse grants, non-appointment of teachers etc. the second is the leakage of resources within the school, mainly attributable to student, teacher and head master absenteeism and student dropout. The third is the non-recommitment of teachers as well as deploying teachers to do tasks other than teaching. The fourth is the allocation of resources within government schools, where class size is largest in the early grades and smallest in the later grades. Teachers are the most valuable resources in improving educational outcomes.

The concept of efficiency in education is widely understood in terms of external and internal efficiency. Internal efficiency refers to the extent to which the educational expenditures are properly utilized for immediate objectives like producing graduates which also includes the aspects such as dropouts, wastage and stagnation, under-utilization of building, library and laboratory. Internal efficiency of an institution depends on the library facilities, materials, and equipment to provide a stimulating learning environment. Internal efficiency includes good teaching in learners' language, the system, well managed institutions, relevant curriculum, performance appraisal, and well equipped learning centers. Dropout rate is defined as the proportion of children cease to remain in the schooling system. It is seen that planners of education have always expressed concern about educational wastage caused by repeaters and dropouts. Such wastage is one of the difficulties in fulfilling the social demand in formal education. It is required that the retention rate should be improved by reducing educational wastage, while maintaining the quality of the system at reasonable input cost. Educational wastage is an economic term defined as the "total" number of students' years spent by the repeaters and dropouts. Repeater is a student who in a given school year remains in the same grade as in the previous year; while, dropouts are those who leave the school before the end of the final year or somewhere during an educational cycle in which they are enrolled. Repeaters stay in the school for longer time than normal duration there by reducing the intake

capacity. Dropout is frequently used term in educational settings. It concerns students who start courses but do not complete them. This may be caused by inadequate skills, intellectual difficulties and administration reasons, poor family support and economic reasons (Blaug, 1972). The tendency of students to repeat and dropout is largely influenced by socio-economic backwardness, educational factors, and excessive involvement of learners in domestic work, and parental opposition and educational status of parents. (Pandit, H.N/ed/). Therefore, in order to address these issues, the following research questions were raised.

1. What are the reasons behind the repetition and dropout rates in secondary schools of wereda welqait?
2. What is the magnitude of repetition and dropout rate in secondary schools of wereda welqait?
3. What are the socio-economic constraints that can contribute to be inefficient and ineffective the secondary school at the wereda?
4. What do we mean by educational wastage?
5. How do teachers contribute to the efficiency and effectiveness in the secondary school in the wereda?
6. How do principals improve the efficiency and effectiveness of the secondary schools?

1.3 Objectives of the Study

The purpose of this study is to:
- Examine the magnitude of internal efficiency and effectiveness of secondary schools in wereda welqait.
- Describe the relationship between efficiency and effectiveness of the secondary schools at welqait wereda.
- Examine the extent to what causes the secondary schools to be inefficient and ineffective.
- Assess the main factors of educational wastage in the secondary schools.
- Identify the major cause of repetition and dropout rates in the secondary schools in wereda welqait.
- Identify the common practices and challenges of efficiency and effectiveness of secondary schools in the wereda.

1.4 Significance of the Study

By defining, assessing and identifying the nature of secondary schools efficiency and effectiveness, the study may have its own contribution in improving the efficiency and effectiveness of secondary schools by giving ways to education experts and policy makers. Therefore, the significance of the study are:

- Provide an insight for policy makers, educationalists, school principals, teachers, and supervisors of wereda welqait about the importance of internal efficiency and effectiveness of secondary schools of wereda welqait.
- Helps to secondary schools principals of wereda welqait to have a clear vision and understanding of school efficiency and effectiveness. In turn, these principals will play their own role in promoting school efficiency and effectiveness and changing negative aspects of school efficiency and effectiveness.
- Provide to school improvement and other innovations by identifying the efficiency and effectiveness nature of the secondary schools in wereda welqait.

- Help to serve as a source of information for further and comprehensive studies and providing a deep meaning of school efficiency and effectiveness in resolving problems.

Develop awareness of school efficiency and effectiveness for; principals, supervisors, and teachers of the wereda welqait. As a result they can develop better understanding about the meaning of their day to day activities and their school and evolve towards continuous improvements.

1.5 Delimitation of the Study

The study will be restricted to the analysis of internal efficiency and effectiveness of government secondary schools of wereda welqait. It is obvious that challenges, which constrain the internal efficiency and effectiveness of secondary school, are many and diverse. This study delimited itself mainly on the major pupil related, teachers, school administrative, socio-economic and socio-cultural constraints reflected in repetition and dropout.

1.6 Limitation of the Study

The student researcher has faced the following limitations; first, since the scope of the study is limited to the five governmental secondary schools, the findings of this study may not be generalize able to other schools; secondly, absence of local literature on the issue of internal efficiency and effectiveness of secondary schools; thirdly, difficulty in accessing the wereda secondary schools from the center; finally, financial and time constraints.

1.7 Operational Definitions of Terms

Educational wastage: is an economic term defined as the "total" number of students' years spent by the repeaters and dropouts.

Efficiency: is the maximum performance for any given level of resources.

Effectiveness: is the ability to achieve stated educational goals.

Efficiency in education: can be seen in two broad ways as internal and external.

Internal efficiency: is concerned with the relationship between inputs and outputs and immediate goals (output) in education.

Dropout: is when a person leaves school or college before he/she have finished its studies.

Repetition: is defined as re attending the same class level for two or more than two years.

1.7 Organization of the Study

The research paper has been organized in five chapters. Accordingly; the first chapter deals with the introduction part

of the research which comprises background of the study, statement of the problem, objective, significance, delimitation, limitations, and definition of operational terms. The second chapter comprises the literature review concerning the issues of school efficiency and effectiveness. The third chapter deals with; design of the study, participants, sample and sampling techniques, instruments, procedures of data gathering, and data analysis techniques. The fourth chapter consists presentation, interpretation, and discussion. Finally, chapter five comprises summary, conclusion and recommendation parts of the study respectively.

CHAPTER II: DATA SOURCE and METHODOLOGY

2.1. Design of the Study

The purpose of this study was to assess the internal efficiency and effectiveness of government secondary schools of wereda welqait. Therefore, to realize the study objective descriptive survey method involving both quantitative and qualitative methods were employed.

2.2. Participants

The target population of this study are; Students, Teachers, School Principals, Department heads, and unit leaders were taken as participants of this study.

2.3. Sample and Sampling Technique

For the purpose of this study the researcher took sample from the five governmental secondary schools found in welqait wereda; Similarly, out of the 74 teachers who teach in these schools 40 samples were taken using stratified random sampling method. Out of 2779 Students who learn in these schools, 40 student samples were taken to participate in the study.

2.4. Instruments

To collect the necessary data from the respondents two instruments were used: questionnaire and interview. The questionnaires are two types; one for teachers and the other one for students. Students' questionnaires were translated into Tigrigna, which is the local language of the study area; the language translation was done by teachers who are trained and graduated in Tigrigna. Basically questionnaire is selected for this study because it is the most appropriate means to involve large sample population and to collect adequate information for the current type of study with in a limited time frame. Before developing the questionnaires, the relevant and related literature from books and journals and annual reports were examined and observation of the study real situation of study area was made.

The questionnaire prepared for the students was intended to elicit information about students' personal characteristics and the reasons they describe to grade repetition and dropout. Lists of items were presented and students were requested to rate an

item which they link has more contribution to repetition and drop out. Similarly a questionnaire prepared for teachers was designed to obtain data regarding their personal, educational, and professional characteristics. Teachers were also provided with lists of items for students' repetition and dropping out of secondary schools in their school and locality. Teachers rated list of items on both according to their degree of influence on student grade repetition and dropout.

2.5. Procedure of Data Collection

After the questionnaire was ready for administration the following procedures were followed by the researcher. First, the researcher went to the welqait wereda education office to get permission to collect data from the governmental secondary schools. Then the researcher went to the schools and has got permission from the principal after presenting the letter from wereda welqait education office. Next to this, enumerators were selected and orientation about the objectives and any ambiguity concerning the items of the questionnaire was given. Finally, the questionnaires were distributed and follow up was made.

2.6. Data Analysis and Presentation

SPSS (Statistical Package for Social Sciences) version 16 was the main analysis software in this research. The research data was first subject to basic analysis such as descriptive statistics so that it will provide insight into the data and guide further analysis. Moreover, tables are used to present the data in the form of frequencies and percentages. Finally, based on the result obtained from the analysis conclusions and recommendations have been made.

CHAPTER III: DATA ANALYSIS AND DISCUSSION

3.1 Introduction

This chapter presents the results of the data analysis of the study conducted on "the magnitude of the problem of internal efficiency and effectiveness in the form of drop out and repetition of the secondary schools students in Welqait Wereda." The chapter comprises three parts; the first part provides analysis of data collected from student respondents, the second part presents the analysis of data collected from teachers, and the third part presents data collected through interview.

In the first two cases; the first section deals with information on characteristics of respondents and answers to preliminary questions; the second section presents descriptive statistics of the closed-ended questions. A total of 80 questionnaires have been distributed to conveniently reached respondents and 6 of these questionnaires have been determined uncollectible. Thus, the analysis is done on 74 of the questionnaires and the response rate is 92.5%.

4.1.1 Analysis of Data collected from students

Table 4.1. Sex, Age, Marital status, and Residence of respondents

Item 1. Sex of respondents	Frequency	Percentage
Male	27	77.1
Female	7	20
Total	34	97.1
Item 2. Age of respondents		
13-5	10	28.6
≥16	25	71.4
Total	35	100
Item 3. Marital Status		
Single	35	100
Married	0	0
Total	35	100
Item 4. Residence of respondents		
Rural	14	40
Urban	21	60
Total	35	100

Source: own survey, 2014

Table 4.1 Presents sex, age and marital status of respondents; based on item 1, the number of male students (77.1%) far outweighs their female (20%) counter parts which shows the existence of gender disparity. Concerning the age of respondents 10 (28.6%) of them are 13-15 years old; 25 (71.4%) of them are 16 years and above; from this we can understand that the students are not entering school early on their ages. item 3; witnesses that all of the respondents are single from this we can understand that early marriage awareness is increasing from time to time. Referring to the same table, item 4; concerned with the residence of the respondents, we can understand that majority of the students (60%) live in urban areas. But substantial percentages i.e. 40% of the respondents are rural dwellers.

Table 4.2. Parents' Educational Level and Occupation

Item 1. Parents' educational level	Frequency	Percentage
Illiterate	23	65.7
primary education	10	28.6
secondary education	1	2.9
higher education	1	2.9
Total	35	100
Item 2. Parents' occupation		
only my father has got occupation	27	77.1
only my mother has got occupation	7	20
both of them have got an occupation	1	2.9
Total	35	100
Item 3. With whom do you live		
with both parents	23	65.7
only with one of them	11	31.4
with other relative or guardian	1	2.9
Total	35	100

Regarding the educational level and occupation of the sampled students' parents Table 4.2, item 1 demonstrates that majority (65.7%) of them are illiterate and few (28.6%) of them have got primary education. This shows that adult education is on its bottom stage of development in the wereda. Item 2, deals with the students' parent occupation based on the data it shows that most of the students' fathers have got an occupation; the other side of this shows that women are playing the home making role. Concerning the question with

Whom the students live, majority of them i.e. 23 (65.7%) replied that they live with both parents, where as 11(31.4%) of them live with a single mom or dad.

Table 4.3. Who buys educational materials for the student

Question: Who buys books, pens, pencils, exercise book, clothing and other materials for you?	Frequency	Percent
My parents	32	91.4
Other people	1	2.9
By my self	2	5.7
Total	35	100

Source: own survey, 2014

Table 4.3 is related to the students' educational material fulfillment; consequently it has been found that parents mostly buy educational materials for their students.

Table 4.4. Students' basic task at home

Question: What is your basic task at home?	Frequency	Percentage
Fetching water	1	2.9
Playing with my friends	2	5.7
Studying	22	62.9
Family farm	10	28.6
Total	35	100.0

Source: own survey, 2014

Table 4.4 deals with the students basic task at their home; thus it can be demonstrated that majority (62.9%) of them replied that studying is their basic task at home, on the other hand 28.6% of the respondents also indicated that family farm activities are their basic task at home.

Table 4.5. Time to study, reason for going to school and encouragement from parents

Item 1. Do you have enough time to study?	Frequency	Percentage
Yes	28	80
No	6	17.1
Total	34	97.1
Item 2. What is your main reason for going to school		
My parents ordered me to go		
I like learning	35	100
I don't really know why		
I see my friends going		
I like my teachers		
Total	35	100
Item 3. Do your parents encourage you to attend school and study hard?		
Yes	30	85.7
No	5	14.3
Total	35	100.0

Source: own survey, 2014

Table 4.5 item 1 deals with the adequacy of time for study, based on the data most of the students (80%) have replied that they do have enough time to study. Item 2 is concerned with the main reason of students for going to school all of the respondents replied that because they like learning. Item 3 of the same table presents data on parents encouragement of their children to attend school and study hard, we can observe that most (85.7%) of the parents encourage their children to attend school and study hard.

Table 4.6. Time that it takes to go from home to school

Question: How long does it take you to go from home to school?	Frequency	Percentage
More than two hours	9	25.7
Less than an hour	19	54.3
From one to two hours	7	20.0
Total	35	100.0

Source: own survey, 2014

Table 4.5 is about the distance that students travel from home to school majority of them i.e. 54.3% travel less than an hour whereas; 25.7% of them travel more than two hours and the rest (20%) of them travel from one to two hours.

Table 4.7. students' perception of their future

Question: Do you think you will lead better life in the future if you complete your education?	Frequency	Percentage
Yes	32	91.4
No	1	2.9
i am not sure	2	5.7
Total	35	100.0

Table 4.6 demonstrates the response to students' perception of their future; based on this most of them (91.4%) replied that they will lead a better life if they complete their education.

Table 4.8. Students' grade repetition

Question: If you have ever failed /repeated/ a grade, in which grade was it?	Frequency	Percentage
Nine	2	5.7
Ten	1	2.9
No, I haven't failed at any of them	31	88.6
Total	34	97.1

Table 4.7 is related to student's grade repetition based on the response majority of the students (88.6%) indicated that they didn't failed in any of the grades.

PART TWO

1.Internal factors
1.1.School related factors

Table 4.9. The distance that students travel, guidance and counseling, and class size

Item 1. Travelling long distance from home to school	Frequency	Percentage
very low	7	20.0
Low	2	5.7
Moderate	6	17.1
High	8	22.9
very high	12	34.3
Total	35	100.0
Item 2. Lack of guidance and counselling service for students		
very low	4	11.4
Low	3	8.6
Moderate	9	25.7
High	4	11.4
very high	15	42.9
Total	35	100.0
Item 3. Overcrowded classrooms (large class size)		
very low	6	17.1
Low	9	25.7
Moderate	3	8.6
High	8	22.9
very high	9	25.7
Total	35	100.0

Source: own survey, 2014

Table 4.9, item 1 is concerned with the distance that students travel from home to school, based on the data majority (57.2%) of the students travel long distance to reach school. Item 2 is about provision of guidance and counseling service in the selected schools, majority of the respondents i.e. 54.3% replied there is lack of service thus, it has been found that the schools lack the necessary guidance and counseling services. Item 3 of the same table deals with class size, based on the data 48.6 % of the respondents replied that the classes are overcrowded, whereas 42.8% answered that the classes are not overcrowded.

Table 4.10 Relevance of the curriculum, medium of instruction, and school calendar

Item 1. Perceived irrelevance of the curriculum	Frequency	Percentage
very low	5	14.3
Low	9	25.7
Moderate	15	42.9
High	4	11.4
very high	1	2.9
Total	34	97.1
Item 2. Inappropriate medium of instruction		
very low	8	22.9
Low	8	22.9
Moderate	6	17.1
High	8	22.9
very high	5	14.3
Total	35	100.0
Item 3. Inflexible school calendar		
very low	2	5.7
Low	4	11.4
Moderate	5	14.3
High	11	31.4
very high	12	34.3
Total	34	97.1

Source: own survey, 2014

In table 4.10, item 1 is concerned with the relevance of the curriculum based on the presented data majority (42.9%) of the respondents believe that the curriculum has average relevance. Whereas 40% of the respondents perceive that the curriculum is relevant. Item 2, deals with the appropriateness of medium of instruction, based on the figures 45.8% of the respondents replied that the medium of instruction is appropriate. However; a substantial number of respondents 37.2 % answered that the medium of instruction is inappropriate. Referring to the same table, item 3 presents data on the flexibility of school calendar; most of the respondents i.e. 65.7% replied that the school calendar is highly inflexible.

Teachers' related factors

Based on Table 4.11, item 1 deals with the qualification of teachers based on the data majority of the respondents (45.7%) replied that less qualified teachers are assigned which is reflected in unattractive lesson. on the other hand; 37.1% of the respondents react that the school teachers are not less qualified. Item 2, is concerned with the quantity of teachers, it can be observed that most of the respondents i.e. 68.6% of them answered that there is high shortage of teachers. Item 3 of the same table presents data on assignment of teachers; accordingly, 51.4% of the respondents reported that the

assignment of less experienced teachers is high; however, 31.4% of them replied that there is average chance of assigning less experienced teachers.

Table 4.11. Qualification, quantity, & assignment of teachers

Item 1. Less qualification of teachers reflected in unattractive lesson	Frequency	Percentage
very low	4	11.4
Low	9	25.7
Moderate	6	17.1
High	5	14.3
very high	11	31.4
Total	35	100.0
Item 2. Shortage of teachers		
very low	4	11.4
Low	3	8.6
Moderate	4	11.4
High	10	28.6
very high	14	40.0
Total	35	100.0
Item 3. Assignment of less experienced teachers		
very low	2	5.7
Low	1	2.9
Moderate	11	31.4
High	9	25.7
very high	9	25.7
Total	32	91.4

Source: own survey, 2014

Table 4.12. Encouragement of pupils, evaluation of pupil's performance

Item 1. Lack and absence of encouragement of pupils from teachers	Frequency	Percentage
very low	5	14.3
Low	3	8.6
Moderate	6	17.1
High	9	25.7
very high	12	34.3
Total	35	100.0
Item 2. Inappropriate evaluation of pupils' performance		
very low	3	8.6
Low	12	34.3
Moderate	3	8.6
High	4	11.4
very high	12	34.3
Total	34	97.1

Source: own survey, 2014

Table 4.12, item 1; presents the level of encouragement of pupils from teachers; 60% of the respondents answered that there is lack and absence of encouragement of pupils from teachers. In contrary to this 22.9% of them answered that there is encouragement of pupils from teachers. Item 2 is concerned with evaluation of pupils' performance, based on the presented data 45.7% of the respondents indicate that pupils' performance is not evaluated appropriately; whereas, 42.9% of them said that pupils' performance is evaluated appropriately.

Pupil related factors

In Table 4.13 item1focuses on pupils' study effort based on the figures 71.4% of them replied that they fail to study hard. Item 2 presents the interest of students in education; it can be seen from the data that 77.1% of the students answered that they show lack of interest in education. Item 3 of the same

table demonstrates students' expectation of future success, as a result; 65.7% of the students indicated that they do have low expectation of future success. 22.9% of them have moderate expectation.

Table 4.13. Study effort, interest in education, and expectation of future success

Item 1. Failure in studying hard	Frequency	Percentage
very low	2	5.7
Low	4	11.4
Moderate	4	11.4
High	5	14.3
very high	20	57.1
Total	35	100.0
Item 2. Lack of interest in education		
very low	3	8.6
Low	2	5.7
Moderate	3	8.6
High	6	17.1
very high	21	60.0
Total	35	100.0
Item 3. Low expectation of future success		
very low	1	2.9
Low	2	5.7
Moderate	8	22.9
High	6	17.1
very high	17	48.6
Total	34	97.1

Source: own survey, 2014

Table 4.14. Self conception, health status, and absenteeism

Item 1. Low self conception due to previous failure in examination	Frequency	Percentage
very low	1	2.9
Low	5	14.3
Moderate	7	20.0
High	11	31.4
very high	11	31.4
Total	35	100.0
Item 2. Health problem (sickness)		
very low	4	11.4
Low	6	17.1
Moderate	8	22.9
High	7	20.0
very high	10	28.6
Total	35	100.0
Item 3. Frequent absenteeism		
very low	3	8.6
Low	2	5.7
Moderate	1	2.9
High	7	20.0
very high	22	62.9
Total	35	100.0

Source: own survey, 2014

Item 1 of Table 4.14 exhibits self conception of students accordingly; 62.8% of the students show low self conception due to previous failure in examination; whereas, 20% of them have average self conception. Item 2 is about health problem (sickness) based on the data 48.6% of the students face health problems (sickness). Item 3 deals with absenteeism of students, 82.9% of the students said that they observe frequent absenteeism.

Administrative challenges

Table 4.15, item 1 presents management practice in the selected schools, 57.2% of the respondents answered that there

is poor management practice. Whereas, 31.4% of them indicated that the management practice is not poor. Item 2 deals with the appropriateness of rules and regulations, accordingly; 65.7% of the respondents answered that the existence of inappropriate rules and regulations is high. Item 3 is about relevance of program and strategy; based on the figures 54.3% of the respondents indicated that there is high irrelevant program and strategy. Item 4 of the same table is concerned with adequacy of budget; as a result, 71.4% of the respondents reported that there is high shortage of budget.

Table 4.15. Management practice, school rules and regulations, relevance of program and strategy, and budget

Item 1. Poor Management practice	Frequency	Percentage
very low	5	14.3
Low	6	17.1
Moderate	4	11.4
High	5	14.3
very high	15	42.9
Total	35	100.0
Item 2. Inappropriate school rules and regulations		
very low	3	8.6
Low	4	11.4
Moderate	5	14.3
High	7	20.0
very high	16	45.7
Total	35	100.0
Item 3. Irrelevant program and strategy		
very low	5	14.3
Low	4	11.4
Moderate	7	20.0
High	7	20.0
very high	12	34.3
Total	35	100.0
Item 4. Shortage of budget		
very low	3	8.6
Low	2	5.7
Moderate	5	14.3
High	7	20.0
very high	18	51.4
Total	35	100.0

Source: own survey, 2014

2. Environmental factors

2.1 Socio-Economic challenges

Table 4.16, item 1 is concerned with the parents' material and financial support, based on the data 65.7% of the students replied that their parents are unable to provide them with the necessary support. However, 31.5% of them said that their parents are capable to provide them with the necessary support. Item 2 focuses on parents demand of children for household, trading and farm chores; 74.3% of the respondents reported that their parents demand for chores is high. Item 3 deals with students' involvement in income generating activities; as it can be seen from the statistics 48.6% of them participate in income generating activities; while 25.7% of the total respondents indicated that they have average involvement.

Item 1 of Table 4.17, presents level of dependency of students on families wealth; based on the figures 48.5% of the respondents said that there is high dependency on family wealth; but 28.6% of the total sample said that there is low

dependency. Item 2 is about the availability of money for educational expenses; as a result, 71.4% of the respondents answered that there is lack of money for covering educational expenses.

Table 4.16. parents' ability to provide material and financial support, demand for household and farm chores, involvement in income generating activity

Item 1. Parents inability to provide the necessary material and financial support	Frequency	Percentage
very low		
Low	8	22.9
Moderate	3	8.6
High	7	20.0
very high	16	45.7
Total	34	97.1
Item 2. Parents demand child's for household, trading and farm chores		
very low	2	5.7
Low	3	8.6
Moderate	4	11.4
High	10	28.6
very high	16	45.7
Total	35	100.0
Item 3. Involvement in income generating activity		
very low	3	8.6
Low	6	17.1
Moderate	9	25.7
High	10	28.6
very high	7	20.0
Total	35	100.0

Source: own survey, 2014

Table 4.17 dependency on family wealth and money for educational expenses

Item 1. Dependency on families wealth for those who are high economic status	Frequency	Percentage
very low	2	5.7
Low	8	22.9
Moderate	8	22.9
High	11	31.4
very high	6	17.1
Total	35	100.0
Item 2. Lack of money for educational expenses		
very low	1	2.9
Low	2	5.7
Moderate	7	20.0
High	9	25.7
very high	16	45.7
Total	35	100.0

Source: own survey, 2014

2.2 Socio-cultural challenges

In Table 4.18; item 1 focuses on early marriage, 91.4% of the total respondents reported that there is existence of early marriage. Item 2 is about teenage pregnancy; accordingly, 82.8% of the total respondents answered that there is high prevalence of teenage pregnancy. Within the same table item 3 shows that the gender role disparity is high i.e. 77.2%.

Item 1 of Table 4.19 demonstrates the data on fear of abduction or rape, 62.9% of the total respondents reported that there is high level of fear of abduction or rape on the way to and from school. Item 2 is about parental illness or death 54.3% of the respondents said that parental illness or death is

high; whereas, 31.4% of them replied that the occurrence is moderate. Item 3 deals with family breakdown (disunity), majority of the respondents (57.1%) indicated that there is high level of occurrence.

Table 4.18 Early marriage, teenage pregnancy & gender role disparity

Item 1. Early marriage	Frequency	Percentage
very low	1	2.9
Low	1	2.9
Moderate	1	2.9
High	6	17.1
very high	26	74.3
Total	35	100.0
Item 2. Teenage pregnancy		
very low	1	2.9
Low	1	2.9
Moderate	4	11.4
High	13	37.1
very high	16	45.7
Total	35	100.0
Item 3. Gender role disparity		
very low	1	2.9
Low	1	2.9
Moderate	6	17.1
High	12	34.3
very high	15	42.9
Total	35	100.0

Source: own survey, 2014

Table 4.19 fear of abduction or rape, parental illness or death and family breakdown (disunity)

Item 1. Fear of abduction or rape on the way to and from schools	Frequency	Percentage
very low	3	8.6
Low	6	17.1
Moderate	4	11.4
High	10	28.6
very high	12	34.3
Total	35	100.0
Item 2. Parental illness or death		
very low	1	2.9
Low	4	11.4
Moderate	11	31.4
High	3	8.6
very high	16	45.7
Total	35	100.0
Item 3. Family breakdown (disunity)		
very low	2	5.7
Low	6	17.1
Moderate	7	20.0
High	13	37.1
very high	7	20.0
Total	35	100.0

Source: own survey, 2014

4.1.2 Analysis of data collected from teachers

Part 1. Characteristics of respondents

Table 4.20, item 1 presents data on sex of the respondents; from the total respondents 87.2% of them are male, but only 12.8% of the respondents are females, this clearly shows the unproportionality between the number of males and females in the specific field. Item 2, shows the age of respondents, based on the data 61.5% of the respondents are in the age interval of

21-30, which shows that majority of them are youngsters. Item 3 is related to educational status of the respondents and it can be seen that most of the respondents i.e. 89.7% of them are first degree and above holders. Item 4 demonstrates the service years of respondents, 41% of them have served for 3-5 years, 15.4% of the total respondents have served for 6-10 years, and the rest (7.7%) have served for 10 years and above.

Table 4.20 Sex, age, and educational status of the respondents

Item 1. Sex of the respondent	Frequency	Percentage
Male	34	87.2
Female	5	12.8
Total	39	100.0
Item 2. Age of the respondent		
21-30	24	61.5
31-40	4	10.3
Total	28	71.8
Item 3. Educational status of the respondent		
Diploma	4	10.3
Degree and above	35	89.7
Total	39	100.0
Item 4. Service years in the area		
below 3 years	14	35.9
3-5 years	16	41.0
6-10 years	6	15.4
10 years and above	3	7.7
Total	39	100.0

Source: own survey, 2014

Part Two: Educational facilities

Table 4.21. Supply of Laboratory, library, class room, and instructional materials

Item 1. Laboratory of physics, chemistry, and biology	Frequency	Percentage
strongly agree	6	15.4
Agree	15	38.5
Neutral	2	5.1
Disagree	5	12.8
strongly disagree	11	28.2
Total	39	100.0
Item 2. Library and reference books		
strongly agree	11	28.2
Agree	14	35.9
Neutral	3	7.7
Disagree	3	7.7
strongly disagree	8	20.5
Total	39	100.0
Item 3. Class room and other office buildings		
strongly agree	7	17.9
Agree	14	35.9
Neutral	7	17.9
Disagree	7	17.9
strongly disagree	4	10.3
Total	39	100.0
Item 4. Instructional materials		
strongly agree	6	15.4
Agree	8	20.5
Neutral	8	20.5
Disagree	11	28.2
strongly disagree	5	12.8
Total	38	97.4

Source: own survey, 2014

Table 4.21, item1 demonstrates the provision of laboratory in the sampled schools, based on the data 53.9% of the total respondents agreed that there is supply of laboratory services in their schools; whereas, 41% of the respondents disagree

with the supply of adequate laboratory schools in their respective schools. Concerning the library service (see item 2) 64.1% of the total respondents agree that there is supply of library service; While, 20.5% of the students disagree. Item 3 exhibits the availability of class room and other office buildings; 53.8% of the respondents reported that the service is available. Item 4 of the same table presents data on the availability of instructional materials, 41% of the students disagreed with the idea. However, 35.9% of the total respondents agree with the availability of the materials. 20.5% of the respondents neither agree nor disagree.

Table 4.22 Pedagogical center, toilets, water, and sport field and materials

Item 1. Pedagogical center	Frequency	Percentage
strongly agree	6	15.4
Agree	11	28.2
Neutral	4	10.3
Disagree	5	12.8
strongly disagree	13	33.3
Total	39	100.0
Item 2. Toilets		
strongly agree	10	25.6
Agree	9	23.1
Neutral	7	17.9
Disagree	8	20.5
strongly disagree	5	12.8
Total	39	100.0
Item 3. Water		
strongly agree	8	20.5
Agree	10	25.6
Neutral	3	7.7
Disagree	10	25.6
strongly disagree	8	20.5
Total	39	100.0
Item 4. Sport field and materials		
strongly agree	7	17.9
Agree	9	23.1
Neutral	5	12.8
Disagree	10	25.6
strongly disagree	8	20.5
Total	39	100.0

Source: own survey, 2014

Item 1 of Table 4.22 displays data on the availability of pedagogical center; 46.1% of the total respondents disagreed; but 43.6% of them agree that there is a pedagogical center. Item 2 deals with delivery of toilets; 48.7% agreed, whereas 33.3% of them disagreed. Regarding the supply of water 46.1% of the total respondents said that it is available; while 46.1% of the respondents answered it is unavailable. Referring to the data on the same table, item 4 shows the accessibility of sport field and materials, 46.1% of the total respondents indicated that there is no sport field and materials; but, 41% of the total students indicated that there is sport field and materials in their respective schools.

Part Three

This part deals with the factors that are associated with the repetition and dropout of secondary school pupils.

In Table 4.23, item 1 presents the response to the distance students travel from home to school based on the data; 64.1% of the total respondents agreed that the students travel long distance; but, 18% of the respondents disagreed.

Table 4.23 Distance from home to school, qualification of teachers, and study effort

Item 1. Travelling long distance from home to school	Frequency	Percentage
strongly agree	10	25.6
Agree	15	38.5
Neutral	7	17.9
Disagree	3	7.7
strongly disagree	4	10.3
Total	39	100.0
Item 2. Less qualification of teachers reflected in unattractive lesson		
strongly agree	5	12.8
Agree	9	23.1
Neutral	4	10.3
Disagree	6	15.4
strongly disagree	15	38.5
Total	39	100.0
Item 3. Failure in studying hard		
strongly agree	14	35.9
Agree	13	33.3
Neutral	8	20.5
Disagree	2	5.1
strongly disagree	2	5.1
Total	39	100.0

Source: own survey, 2014

18% of the respondents neither agree nor disagree with the question. Item 2 is about the qualification of teachers; accordingly, 53.9% of the teachers replied that they disagree with the qualification problems of teachers, while 35.9% of the respondents agree that the teachers are less qualified. Item 3 displays data on the students' effort of studying hard; 69.2% of the total respondents agreed that students fail to study hard; while, 20.5% of the total respondents neither agree nor disagree.

Table 4.24 management practice, material and financial support, and early marriage

Item 1. Poor Management practice	Frequency	Percentage
strongly agree	3	7.7
Agree	11	28.2
Neutral	8	20.5
Disagree	11	28.2
strongly disagree	5	12.8
Total	38	97.4
Item 2. Parents inability to provide the necessary material and financial support		
strongly agree	6	15.4
Agree	10	25.6
Neutral	7	17.9
Disagree	12	30.8
strongly disagree	4	10.3
Total	39	100.0
Item 3. Early marriage		
strongly agree	12	30.8
Agree	16	41.0
Neutral	5	12.8
Disagree	3	7.7
strongly disagree	3	7.7
Total	39	100.0

Source: own survey, 2014

Table 4.24; item 1 shows the management practice in the sampled schools, based on the data 41% of the respondents disagreed with the statement that there is poor management practice; but, 35.9% of the total respondents agreed, and 20.5% of them neither agree nor disagree. Regarding parents

ability to provide the necessary financial and material support (see item 2); 41% of the respondents agreed with the parents inability to provide the necessary support; while, proportionally, 41.1% of the total respondents disagreed. Item 3 of the same table is related to early marriage; 71.8% of the total respondents agreed that early marriage is one of the factors that result in student repetition and dropout.

Table 4.25. Guidance and counseling, number of teachers, and interest in education

Item 1. Lack of guidance and counselling service for students	Frequency	Percentage
strongly agree	11	28.2
Agree	10	25.6
Neutral	7	17.9
Disagree	6	15.4
strongly disagree	4	10.3
Total	38	97.4
Item 2. Shortage of teachers		
strongly agree	6	15.4
Agree	19	48.7
Neutral	3	7.7
Disagree	4	10.3
strongly disagree	7	17.9
Total	39	100.0
Item 3. Lack of interest in education		
strongly agree	19	48.7
Agree	9	23.1
Neutral	3	7.7
Disagree	4	10.3
strongly disagree	3	7.7
Total	38	97.4

Source: own survey, 2014

Table 4.25; item 1 demonstrates the availability of guidance and counseling service for students, based on the data 53.8% of the respondents reported that there is lack of guidance and counseling service for students; but, 25.7% of the respondents disagreed to the statement. Item 2 exhibits that 64.1% of the respondents' agreement to the statement that there is shortage of teachers. Item 3; is about the interest of students in education 71.8% of the teachers agreed that the students show lack of interest in education.

Table 4.26. School rules and regulations, household, trading and farm chores, and teenage pregnancy

Item 1. Inappropriate school rules and regulations	Frequency	Percentage
strongly agree	11	28.2
Agree	11	28.2
Neutral	2	5.1
Disagree	14	35.9
strongly disagree	1	2.6
Total	39	100.0
Item 2. Parents demand child's for household, trading and farm chores		
strongly agree	9	23.1
Agree	15	38.5
Neutral	3	7.7
Disagree	5	12.8
strongly disagree	6	15.4
Total	38	97.4
Item 3. Teenage pregnancy		
strongly agree	6	15.4
Agree	10	25.6
Neutral	10	25.6
Disagree	8	20.5
strongly disagree	5	12.8
Total	39	100.0

Source: own survey, 2014

Item 1 of table 4.26 displays 56.4% of the respondents agreed that the school rules and regulations are inappropriate; while 38.5% of the respondents disagreed. Item 2 is about parents demand of children for household, trading and farm chores; based on the data 61.6% of the teachers agreed that parents demand their children for chores. In Item 3, 41% of the respondents agreed that teenage pregnancy is one of the factors that contribute to students' dropout and repetition in schools; while, 33.3% of the respondents disagree with the statement and 25.6% of the total respondents neither agree nor disagree.

Table 4.27. Class size, assignment of teachers, and expectation of future success

Item 1. Overcrowded classrooms (large class size)	Frequency	Percentage
strongly agree	13	33.3
Agree	13	33.3
Neutral	2	5.1
Disagree	8	20.5
strongly disagree	2	5.1
Total	38	97.4
Item 2. Assignment of less experienced teachers		
strongly agree	3	7.7
Agree	6	15.4
Neutral	5	12.8
Disagree	16	41.0
strongly disagree	9	23.1
Total	39	100.0
Item 3. Low expectation of future success		
strongly agree	12	30.8
Agree	10	25.6
Neutral	5	12.8
Disagree	6	15.4
strongly disagree	6	15.4
Total	39	100.0

Source: own survey, 2014

Table 4.27 displays data on class size (item 1) based on this; 66.6% of the respondents agreed that there are overcrowded class rooms. In item 2; majority of the respondents (64.1%) disagreed with the idea that there is an assignment of less experienced teachers. Regarding the expectation of students; 56.4% of the teachers agreed that the students have low expectation of future success. But; 30.8% of the total respondents disagreed with the statement.

Table 4.28. Relevance of program and strategy, involvement in income generating activity, and gender role

Item 1. Irrelevant program and strategy	Frequency	Percentage
strongly agree	3	7.7
Agree	14	35.9
Neutral	7	17.9
Disagree	7	17.9
strongly disagree	7	17.9
Total	38	97.4
Item 2. Involvement in income generating activity		
strongly agree	7	17.9
Agree	10	25.6
Neutral	15	38.5
Disagree	2	5.1
strongly disagree	5	12.8
Total	39	100.0
Item 3. Gender role disparity		
strongly agree	4	10.3
Agree	8	20.5
Neutral	10	25.6
Disagree	9	23.1
strongly disagree	8	20.5
Total	39	100.0

Source: own survey, 2014

Item 1 of Table 4.28 deals with relevance of program and strategy 43.6% of the respondents agree that there is irrelevant program and strategy; however, 35.8% of them disagreed. Item 2 displays that 43.5% of the teachers agree that students involvement in income generating activities is one of the reasons for drop out and repetition; although 38.5% of the total respondents neither agree nor disagree. Concerning gender role disparity (item 3), 43.6% of the respondents disagreed; while 30.8% of them agreed that there is gender role disparity.

Table 4.29. Relevance of the program, encouragement of pupils from teachers, and self conception

Item 1. Perceived irrelevance of the curriculum	Frequency	Percentage
strongly agree	9	23.1
Agree	10	25.6
Neutral	6	15.4
Disagree	7	17.9
strongly disagree	5	12.8
Total	37	94.9
Item 2. Lack and absence of encouragement of pupils from teachers		
strongly agree	1	2.6
Agree	8	20.5
Neutral	5	12.8
Disagree	11	28.2
strongly disagree	14	35.9
Total	39	100.0
Item 3. Low self conception due to previous failure in examination		
strongly agree	8	20.5
Agree	14	35.9
Neutral	4	10.3
Disagree	7	17.9
strongly disagree	6	15.4
Total	39	100.0

Source: own survey, 2014

Table 4.29; item 1 exhibit that 48.7% of the teachers agree that there is perceived irrelevance of curriculum; but, 30.7% of them disagree. In item 2; 64.1% of the respondents disagree with the statement that there is lack and absence of encouragement of pupils from teachers.

Table 4.30. Adequacy of budget, dependency on family wealth, and fear of abduction

Item 1. Shortage of budget	Frequency	Percentage
strongly agree	12	30.8
Agree	7	17.9
Neutral	5	12.8
Disagree	6	15.4
strongly disagree	9	23.1
Total	39	100.0
Item 2. Dependency on families wealth for those who are high economic status		
strongly agree	6	15.4
Agree	13	33.3
Neutral	9	23.1
Disagree	8	20.5
strongly disagree	3	7.7
Total	39	100.0
Item 3. Fear of abduction or rape on the way to and from schools		
strongly agree	7	17.9
Agree	12	30.8
Neutral	4	10.3
Disagree	8	20.5
strongly disagree	8	20.5
Total	39	100.0

Source: own survey, 2014

Concerning self conception of students' (see item 3) majority (56.4%) of the teachers agreed that students' low self conception due to previous failure in examination is one of the factors that lead to student dropout and repetition.

Table 4.30; item 1 provides data on adequacy of budget, based on the given data 48.7% of the respondents agreed that there is shortage of budget; while, 38.5 of the respondents disagreed. Regarding the dependency level of students on families wealth (item 2); 48.7% of the total respondents agreed that the students are dependent; even though, 28.2% of the respondents disagreed. The data presented in item 3 is about fear of abduction or rape; 48.7% of the teachers agreed that fear of abduction or rape on the way to and from school is one of the factors that lead to student dropout and repetition; but, 41% of the teachers disagreed.

Table 4.31. Medium of instruction, evaluation of pupils' performance and health problem (sickness)

Item 1. Inappropriate medium of instruction	Frequency	Percentage
strongly agree	3	7.7
Agree	7	17.9
Neutral	10	25.6
Disagree	12	30.8
strongly disagree	5	12.8
Total	37	94.9
Item 2. Inappropriate evaluation of pupils' performance		
strongly agree	8	20.5
Agree	10	25.6
Neutral	6	15.4
Disagree	11	28.2
strongly disagree	4	10.3
Total	39	100.0
Item 3. Health problem (sickness)		
strongly agree	6	15.4
Agree	11	28.2
Neutral	9	23.1
Disagree	6	15.4
strongly disagree	7	17.9
Total	39	100.0

Source: own survey, 2014

Table 4.31; item 1 is concerned with the appropriateness of medium of instruction, based on the figures 43.6% of the respondents disagreed that the medium of instruction is not inappropriate; but, 25.6% of the respondents agreed that the medium of instruction is inappropriate. in item 2; 46.1% of the respondents agreed that there is inappropriate evaluation of pupils' performance; though, 38.5% of the respondents disagreed. Item 3 displays data on health problem (sickness) of students; 43.6% of the total respondents agreed that health problem is one of the factors that lead to drop out and repetition of students; nonetheless, 33.3% of the respondents disagreed.

Item 1 of Table 4.32 displays that 53.8% of the total respondents agreed that students face lack of money for educational expenses; even though, 46.2% of the total respondents disagreed. Item 2 exhibits that 35.9% of the respondents agreement to the role of parental illness or death in students dropout and repetition; while, 33.4% of the total respondents disagreed. From the data in item 3 it can be observed that 64.1% of the total respondents disagreed that the

inflexibility in the school calendar does not lead to students drop out and repetition.

Table 4.32. Money for educational expenses, parental illness or death and school calendar

Item 1. Lack of money for educational expenses	Frequency	Percentage
strongly agree	7	17.9
Agree	14	35.9
Neutral		
Disagree	6	15.4
strongly disagree	12	30.8
Total	39	100.0
Item 2. Parental illness or death		
strongly agree	6	15.4
Agree	8	20.5
Neutral	12	30.8
Disagree	9	23.1
strongly disagree	4	10.3
Total	39	100.0
Item 3. Inflexible school calendar		
strongly agree	6	15.4
Agree	5	12.8
Neutral	3	7.7
Disagree	16	41.0
strongly disagree	9	23.1
Total	39	100.0

Source: own survey, 2014

Table 4.33. Absenteeism and family breakdown

Item 1. Frequent absenteeism	Frequency	Percentage
strongly agree	25	64.1
Agree	6	15.4
Neutral	4	10.3
Disagree	3	7.7
strongly disagree	1	2.6
Total	39	100.0
Item 2. Family breakdown (disunity)		
strongly agree	6	15.4
Agree	12	30.8
Neutral	13	33.3
Disagree	6	15.4
strongly disagree	2	5.1
Total	39	100.0

Source: own survey, 2014

In Table 4.33; item 1 presents that 79.5% of the respondents agreed that frequent absenteeism is one of the causes for student drop out and repetition. Concerning family breakdown (disunity) 46.2% of the respondents agreed that family breakdown leads to dropout and repetition of students; while 33.3% of them neither agree nor disagree.

3.13 Analysis of Interview Questions

1. What are the common practices heed by the school leadership to create and maintain an efficient and effective school?

To create an efficient and effective school most of the school principals argued that a principal should give more emphasis in staff co-operation which include teachers and non academic staffs;
- Should plan feasible and affordable, and participatory plan which involves stakeholders   like parents and teachers association as well as board of the school.

- A principal should have a personality of determination and commitment with great skill and knowledge so as to implement the goals' and evaluate the progress.

2. Do you think that teachers in the school are having a common vision to create an effective and efficient school? And what activities the school leadership performs to create a common vision by school community?

Teachers in the schools at most can be categorized as visionary towards the school vision implementation. To create a common vision in the school the principal performs the following tasks.

* First and foremost the school principal should do the plan with its stakeholders and discussed the plan or the goals and objectives of the school with participatory manner from the bottom to top authority of the school and community of the school in order to share the vision.

3. Does your school celebrate success? Reinforce model teachers? Transferring the role of the heroes and heroines to school community?

As usual task of the schools. Principals celebrate success in a quarter, six month and final year according to the performance or achievement of the schools objectives when school celebrate success the strong and weak side of the schools are narrated, discussed, evaluated, and forecasted. When celebration is conducted, model teachers or staffs are also rewarded so as to ignite or reinforce other school staffs.

4. How does your school deal with the following terms that fascinate school effectiveness?

4.1. Positive rate of promotion

Most of the principals argued that the schools practice the positive rate of promotion in a manner that did not over estimate the goals and objectives of the educational system or the current curriculum at work; so that students are promoted to the next grade by accomplishing the standards of each grade level.

4.2. Educational wastage

Most of the principals suggested that educational wastage is wastage where the schools objectives and goals are not succeeded specially in dropout and repetition rate of students and improper use of finance of the school.

5. What is the role of school leadership in strengthening the relationship of teacher with teacher and the school community?

A principal role in strengthening the relationship of teacher with school community is a critical role which is expected to be played by the principal. First the school principal should be aware of the co-operation and harmonious relation will pave the way to continue sustainable work of the school with the school community.

6. According to the interviewees the challenges of school leadership in creating effective and efficient school are;

i. Skill of the principal and Implementation power.
✓ Skill of the principal include;
A. Educational Leadership which combines setting instructional direction, team work and, sense of sensitivity.
B. Resolving complex problems:- skills of judgment, result orientation, and organizational ability.
C. Communication skill: - both oral communication and written communication.
D. Developing self and others -this elaborates about developing others and understanding your own strengths and weakness.
E. Good planner:- means he/she determine the skills of planning such as gather and analyze data to determine priorities, explore possible solutions, assess readiness & build capacity, create, communicate, improvement plan, implement the plan and monitor and adjust.
✓ Implementing Power

By embracing the premise that the fundamental purpose of the schools is to ensure that all students learn at high levels and enlist the staff in examining every existing practice, program, and procedure to ensure it aligns with that purpose. Based on the respondents the implementation challenges include; Organize staff into meaningful collaborative teams to take collective responsibility for student learning and work interdependently to achieve shared goals. Use the evidence of students learning to identify student who need additional time and support and Teachers who help students achieve at high levels so team members can examine those teachers practices.
ii. Competency of the teachers and staffs which are non academic staffs. The challenges mentioned in this regard include; working with groups, class-room management, and time allotment. Questioning techniques, teacher reactions, and behavior problems, teaching techniques and working with individual pupils, practice of quality service, team work, treating others with respect and treat users in a welcoming and professional manner, fairness and consistency, and service access.
iii. The environment that surround the school. Any school is always under the influence of its environment. The school environment include; community that surround the school, stakeholders, wereda education bureau, nongovernmental organizations, administrators etc. Among the factors that can influence the school positively or negatively affect the school for instance is, the community that surround the school, for instance if majority of the community is illiterate, the school task will be tight and difficult to handle; early marriage, repetition and dropout rate will be high in the school which results in educational wastage. The reverse is also true.

CHAPTER IV: CONCLUSION AND RECOMMENDATION

4.1 Conclusion

This study was designed to describe internal efficiency and effectiveness in the form of drop out and repetition of the

secondary school students in Welqait Woreda. Based on the result of the analysis the following conclusion can be made;

- The number of male students far outweighs their female counterparts; which shows the existence of gender disparity.
- Majority of the students' parents are illiterate which shows that adult education is on its bottom stage of development in the wereda.
- Majority of the students replied that studying is their basic task at home, on the other hand substantial number of students also indicated that family farm activities are their basic task at home, and the teachers have responded that students' parents demand them for chores.
- It has been also found that the students travel long distance from home to school. Additionally; students believe that the school calendar is inflexible.
- According to the response from students there is shortage of teachers and assignment of less experienced teachers; even though, teachers disagree with the qualification problems, they agreed that there is shortage of teachers. Furthermore; teachers indicated that the medium of instruction is not inappropriate.
- There is lack and absence of encouragement of pupils from teachers; Students believe that they fail to study hard and show lack of interest in education; this is similar to the result obtained from teacher respondents.
- The students show low self conception due to previous failure in examination, students also face health problems (sickness). Furthermore; the students said that they observe frequent absenteeism. Teachers agreed that frequent absenteeism is one of the causes for student drop out and repetition.
- The result of the analysis indicates the existence of poor management practice and inappropriate rules and regulations and irrelevant program and strategy and shortage of budget; while, teachers disagree with the problem in management practice, they agreed to the existence of shortage of budget and inappropriate rules and regulations.
- Parents are unable to provide their children with the necessary support; teachers also show their agreement to this. It has been reported that parents demand for chores is high. Students are involved in income generating activities. Similarly, teachers reported that students face shortage of money to cover their educational expenses.
- The discussion reveals prevalence of early marriage, teenage pregnancy, and gender role disparity. Fear of abduction or rape on the way to and from school and family breakdown (disunity) are also indicated. Teachers agreed that family breakdown leads to dropout and repetition of students. The data shows that number of male teachers is greater than female teachers. Concerning their age; majority of them are youngsters who served for 3-5 years. The educational status shows that most of them are first degree and above holders. Regarding the availability of educational facilities; laboratory and library are available. However, it has been indicated that there is lack of instructional materials, guidance and counseling service. Moreover; there are also overcrowded classes. Teachers agree that students' participation in income

generating activities is one of the reasons for repetition and dropout of students.

4.2 Recommendation

- Gender disparity (both in teachers and students), the long distance that students travel to and from school, parents demand of students for domestic chores, students' participation in income generating activities, and literacy level of parents have far reaching consequences (social, economical, and political)thus, the schools should work with stakeholders to mitigate the problems.
- Shortage of budget, instructional materials, and teachers, lack and absence of encouragement of students from teachers, students failure in studying hard and lack of interest in education, students' low self conception, and frequent absenteeism are specific problems indicated in the study; thus, there should be initiatives aimed at dealing with them.
- Prevalence of early marriage, teenage pregnancy, fear of abduction and rape, and family beak down are among the factors that lead to dropout and repetition of students; thus, remedies should be designed to solve the mentioned problems.

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