

**ASSESSMENT OF INTERNAL EFFICIENCY OF SECONDARY SCHOOLS IN ARSI ZONE
OF OROMIA REGIONAL STATE**

BY: ALEMU SISAY



SCHOOL OF EDUCATIONAL SCIENCES AND TECHNOLOGY TEACHER EDUCATION

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

AUGUST, 2016

ADAMA

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A Thesis Submitted to School of Graduate Studies of Adama Sciece and Technology
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of the requirement for the Degree of Masters of Arts in Educational Leadership

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Adama

DECLARATION

The researcher here by declaring thesis on the title “Assessment of Internal Efficiency of Secondary School in Arsi Zone Oromia Regional State” is his original work and that all sources have been referred to and quoted have dully indicated and acknowledged with complete reference.

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This thesis has been submitted for examination my approval as the University advisor.

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This Thesis on Assessment of Internal Efficiency of Secondary Schools in Arsi Zone Oromia Regional State is approved as the original work of Alemu Sisay Mekonnin.

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ACRONYMS AND ABBREVIATIONS

EFA:	Education for All
ESA:	Education Sector Analysis
EPT:	Education Production Theory
ETP:	Education and Training Policy
ESDP:	Education Sector Development Program
GEQIP:	General Education Quality Improvement Program
GTP:	Growth and Transformation Plan
MDG:	Millennium Development Goal
MoE:	Ministry Of Education
NGO:	Non Governmental Organizations
OREB:	Oromia Region Education Bureau
UNDHR:	United Nations Declarations of Human Rights
UNESCO:	United Nations Education, Scientific and Cultural Organization
UNICEF:	United Nations Children Fund
UPE:	Universal Primary Education

ABSTRACT

The general objective of this study was to assess the internal efficiency of secondary schools and investigate the challenges that inhibit the internal efficiency of the Schools. In this study descriptive survey design was used with both quantitative and qualitative methods of data analysis. Among the 79 government secondary schools found in the Zone, 8(10%) were taken as a sample by using simple random sampling technique. 64 (30%) teachers were selected by using simple random sampling techniques. Additionally, 8 secondary school principals were selected by available sampling techniques and 16(40%) students' representatives (students' councils) were included by using purposive sampling techniques. The instruments of data collection were questionnaires, semi structured interview, observation and document analysis. The quantitative data gathered through questionnaires were analyzed by using frequency, percentages, mean and standard deviation. The data gathered through interviews, observation and document analysis were analyzed qualitatively through narration for the purpose of triangulation. The findings of the study indicated that, trend of dropout, repetition and survival rate at Zone and sampled secondary schools were highly affected by ineffective (inadequate) school management, school related factors, student related factors, educational and school policy factors, availability of physical facilities factors, instructional material related factors and socio economic related factors. In general, as the findings of the study revealed secondary schools in Arsi zone were not efficient. Therefore, it is recommended that school principals and Woreda education offices in collaboration with Zone education offices should work on making educational materials more available, raising awareness of parents toward education, strengthen educational management and management information system, allocating proper budget, strength community involvement in schooling, increasing number and quality of teachers and enhancing access to schooling.

CHAPTER ONE

1. INTRODUCTION

This chapter deals with introducing about the research paper. It consists, background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitation of the study, definition of key terms and organization of the study.

1.1. Background of the Study

Education is the process of facilitating learning. Knowledge, skills, values, beliefs, and habits of a group of people are transferred to other people, through storytelling, discussion, teaching, training, or research. Education frequently takes place under the guidance of educators, but learners may also educate themselves in a process called autodidactic learning. Any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. (World Book Encyclopedia No.6, (1992).

The United Nations Declaration of Human Rights (UNDHR,1948), the Jomtien, Thailand Declaration of Education For All (EFA) of 1990, the Dakar Declaration of 2000 Education for All by 2015 and Millennium Development Goals (MDGs) all state that every child is entitled to basic rights, among which education is key (World Bank,2008). Similarly United Nations Educational Scientific and Cultural Organization (UNESCO) and United Nations Children's Fund (UNICEF, 2002) report addressed three interrelated rights that must be addressed in order to provide EFA. These rights include right to access education, quality of education and respect within the learning environment (World Bank, 1992).

Human beings should have the opportunity to make a better life for themselves. Sustainable end to world poverty as well as the path to peace and security requires that citizens in every country of the world are empowered to make positive choices and provide education for themselves and their families (UNICEF, 2011). Education has been recognized as a means to such empowerment as well as national development. And now over six decades have passed since education, recognized as fundamental human rights. However, education for the sake of its own has no

meaning unless its quality and efficiency are appropriately addressed. In this respect, Internal Efficiency is a milestone of each organization, basically, educational institution.

Internal Efficiency of school system gives us the mirror of operation system of organization. If educational institutional are more efficient internally, they have their good results and the students who pass from such organizations get good jobs for their bright future. Internal Efficiency is affected by various factors especially dropout, retention, promotion, and cycle completion etc (UNICEF,2011).

Internal efficiency is the extent to which resources made available to the educational system are being used to achieve the objectives for which the educational system has been set up in this regard the input into the system and the output from it needs to be measured (Subedi, 2009). According to the World Bank (2003), measures of internal efficiency reflect effectively a part of the educational system that uses available resources to achieve specified educational outcomes. Internal efficiency of an education system is defined as the ability to educate the greatest number of students in the shortest time and with the least use of financial and human resources. A system is said to be internally efficient if the inputs and efforts channeled to it give the expected output (Chiuri and Kiumi, 2005).

On the other hand, Abagi and Odipo (1997) and Lerotholi (2001) point out that the internal efficiency of an education system is revealed by grade promotion, repetition and dropout rates. Lerotholi (2001) further asserts that the higher the promotion and completion rates, the better the system's efficiency. Galabawa (2003) also describes internal efficiency as the system concerns maximizing the relationship between inputs and outputs. There must be a constant quest on the part of managers of the education system to see whether the same outputs in terms of enrolments, successful completers, or measured learning achievement can be achieved with fewer financial or real resource inputs; and whether greater outputs can be achieved by redeployment of the existing level of inputs.

Internal efficiency is the relationship between the outputs and inputs of an education system. The internally efficient educational system is one which turns out graduates without wasting any student-year or without dropouts and repeaters (Akinwumiju, 1995). The inputs of education can

be summarized as teachers, materials, and buildings and these are all used to transform one set of outputs (say primary school leavers) into another set of output (i.e. secondary school graduates) (Kong Yang, 2014).

According to Human Development in South Asia (Haq,1998), internal efficiency refers to the links between educational inputs (such as teachers, text books and learning achievements). Additionally, (Haq,1998) assert that internal efficiency of an educational institution is particular level of education with minimum wastage and stagnation and allocation of resources in such a way that the objective of producing qualitative manpower is effectively met.

In Ethiopia, the government set Education and Training Policy (ETP,1994) to improve the education sector. Recognizing rural poverty was not only a key driven in conflict and inequality, but was also holding the country back and perpetuating the cycle of poverty and ensure children had access to school was the key to this broad development goal (ETP,1994).

Education Sector Development Program (ESDP)I-IV was aimed at improving access, quality, equity, relevance and efficiency of the education system. This action in turn was believed to contribute and pave paths for reducing poverty. This is to mean that, by accelerating education for young citizen's through improving access, equity, relevance and quality of education, it is certain to alleviate poverty. In this effect, yet significant changes have been achieved in terms of improvements and accomplishments of the above stated aims of the education system as result of implementation of the four consecutie Educational Sector Development Program (ESDPI, II, III&IV). However the ESDP IV expresses serious concerns about students' dropout rates and repetition rate of the county. But, in Arsi Zone Oromia Regional State, according to data obtained from Zonal annual report only in 2014/2015 academic year, there are about 26.5% of wastage in secondary schools (10.4%dropout and 16.15% repetition) which shows the Zonal secondary education system is inefficient. Therefore the purpose of this study was to assess the internal efficiency of secondary schools of Arsi Zone Oromia Regional State.

1.2. Statement of the Problem

In Ethiopia several initiatives have been put in place in the education sector to improve access and participation to education in terms of high retention and completion rates and to ensure there is equity for all children to enroll in school by the government. Some of these measures are; Introduction of ESDP I in 1994, ESDP II in 2000, ESDP III in 2006 and ESDP IV in 2010 respectively, provision of block grant budget through the MoE and Constituency Development Fund, mobilizing community participation and sponsorship of students by NGOs (MoE, 2010). Due to these, in Ethiopia considerable educational achievements have been registered. For instances, access to education and attempt made to optimize equity are some of the achievements registered since the introduction of GEQIP in 2007(MoE, 2010). However, beside all these achievements there are still many challenges entitled with internal efficiency of school system.

In Oromia Regional State the numbers of secondary schools are increasing from year to year, Gross enrollment rate of secondary schools is 38.9% for boys, 33.47% for girls and 36.24 for both (OREB Annual Statistics Abstract, 2014/2015). But performance of secondary education of Oromia Regional State seem to be poor; since dropout and repetition has been posing challenge to regional education, (OREB Annual Statistics abstract, 2014/2015). In addition to this, the Regional Education system was not able to meet the yearly expected target of lowering dropout of secondary school at 3% and below and repetition rate at 1% and below in this period of time. For instance in 2014/2015 the dropout rate of grade 9 is 17.1% for boys, 12.8% for girls and 15.2% for both. The repetition rate was 10.0% for boys, 7.6% for girls and 8.9% for both. Totally this shows there was about 24.1% of wastage in one academic year.

The Oromia Regional Education Bureau (OREB) Education Statistics Annual Abstract 2014/2015 also shows that the transitional rate from grade 8 to 9 is 95% and transitional rate of from grade 10 to 11 is 29% which shows the secondary education system is inefficient. Because according to National Growth and Transformational Plan (GTP) the targeted transitional rate of secondary Education is 75% for both boys and girls.

When pupils repeat a class for one or more than one year's tends to constitute wastge in the school system. This is in view of the fact that the space which could have been occupied by a new enrolled or promoted pupils would have to be retained for a repeater, and the dropout

or pupil who leave the school before completing the given cycle or academic year are also wasting the education resource, some time they may not bring back the school material to the school, there by siphoning more funds from government in inter of continued teaching of the repeaters in the same class for more than one year.

Arsi Zone administration, as part of governmental structure, could not be free from such internal efficiency problems. The Zone is located in the eastern part of Oromia of Regional State. Within this zone there are 79 secondary schools, 1661 males, 297 females, totally 1958 teachers and 27062 boys, 20378 girls, totally 47,440 students studying in secondary school level (Zone Annual Education Report, 2014/2015). It has been found from different sources that the achievement of secondary schools is very low. It is written that internal efficiency is related to all round process of school activities and school management system. In this study the researcher is interested to investigate the status of internal efficiency and its trend in education system. Moreover, as the researcher understands, concerning the topic area (Internal efficiency), Koang Yang (2014) and Kampicha Boru (2013) are some who conducted researches in different regions and zones focusing on assessment and challenges of internal efficiency but not specifically on internal efficiency of secondary schools. But, the researcher's intention was to assess internal efficiency of secondary schools in Arsi Zone Oromia Regional State. On the purpose of this, the researcher intends to undertake research guide by statement of problems that focus on how to study on assessment of internal efficiency of secondary schools in Arsi Zone in term of dropout, repetition, survival and promotion rate. So the problem is stated as, the assessment of internal efficiency of secondary schools. Many reasons perhaps could be responsible for this problem. The problem of this study therefore is to examine the internal efficiency of secondary schools in the Arsi Zone, Oromia Regional State.

The purpose of this study was to assess the Internal Efficiency of the secondary schools. In addressing the problem of this study, the following research questions were raised.

1. What does the trend of internal efficiency look like in secondary schools of Arsi Zone of Oromia Regional State?
2. What are the major factors affecting the internal efficiency of secondary schools in the Zone?
3. To what extent are the teachers aware the impact of the internal efficiency?
4. What measures have been taken to enhance schools internal efficiency in the Zone?

1.3. Objectives of the study

1.3.1. General objective

The general objective of this study was to assess the internal efficiency of secondary schools and investigate the challenges that inhibit the internal efficiency of Arsi Zone Oromia Regional State.

1.3.2. Specific objectives

The specific objectives of this study is:-

1. To identify the trend of internal efficiency of Arsi zone secondary schools.
2. To assess the major factors those affect the internal efficiency of secondary schools.
3. To explore the awareness level and attitude of teachers about the impact of dropout and repetition on internal efficiency.
4. To investigate whether or not effective measures have been taken to solve problems related to internal efficiency.

1.4. Significance of the Study

The improvement of school internal efficiency needs to be emphasized by the government, school leaders and educational experts as a whole. Therefore, the results of the study would have the following significances.

The findings of this study may be useful to educational planners in devising measures that would lead to improvement of completion rates in the Zones and reduction of pupils dropping out and repeating classes.

The study may help education administrators in the Woreda, to ensure proper utilization of resources and physical facilities in order to ensure that pupils learning environment is improved.

It may help schools, woreda education office, Zonal education office and principals to take appropriate measures on factors affecting school internal efficiency. It may help other researchers who want to study on the assessment of internal efficiency in school system.

1.5. Delimitation of the Study

In order to make the study more manageable, the study was delimited in concepts, geography and time. Regarding the concepts, it was delimited to assessment of internal efficiency of secondary schools of Arsi Zone of Oromia Regional State. The reason why the researcher delimited in Arsi Zone is that the Zone has more several students those has dropout and repetition problems than other Zones in Oromia Regional State. The study was technically delimited in the assessment of internal efficiency with particular focus on the trend of internal efficiency and factors affecting internal efficiency. Geographically the scope of this study was also delimited to general government secondary schools in Oromia Region, Arsi Zone. Concerning the time, the study was also confined to assess internal efficiency of secondary schools during the 2011/2012-2014/2015 academic years.

1.6. Limitations of the Study

Although the research has been completed within the allowed time, the unwillingness of some respondents to fill and return the questionnaires on time was one limitation in this study. Moreover, lack of relevant and adequate references related to Internal Efficiency of School system in Ethiopian context was also another limitation. In addition, the limitation of this study may be the fact that the findings cannot be generalized for all schools in Oromia Regional State and other Zones in the Region because it focused on only in Arsi Zone Secondary schools. Finally, lack of transportation and the scattered location of most secondary schools in the Zone were other inescapable limitations. However, the researcher was trying to alleviate the shortage of the references by browsing on the internet and using other University library such as Addis Ababa University. The researcher was also supported by assistant data collectors to overcome the problem pertained to the scattered location of sampled schools and to collect the data within the allowed time.

1.7. Definition of Key Terms

Dropout: Refers to pupils who temporarily or permanently stop attending school before completing an education cycle, for example in this study, secondary level.

Educational inputs : comprise the buildings, teachers, books and other learning materials, which may be aggregated and expressed in terms of expenditure per pupil per year (UNESCO, 1998:13)

Educational output: Refers to the numbers of pupils who complete a given cycle of education. In this case it is the secondary school cycle which ideally takes two years are promoted to the next class at the beginning of the School years.

Educational Wastage refers to a term used to describe the total number of years spent by repeaters and dropouts in the education system.

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

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

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

Survival Rate: percentage of cohort of pupils who enrolled together in the first grade of the cycle (e.g. grades 9) or the final grade of an education cycle either with or without repeating grade (UNESCO, 1998:47).

Wastage refers to learners who do not complete secondary education in time or drop out of school

1.8. Organization of the Study

The study was organized in to five chapters. The first chapter deals with the introduction of the research which consists of background of the study, statement of the problem, objectives of the study, significances of the study, delimitation of the study, limitation of the study and operational definitions and organization of the study. The second chapter comprises of literature review that was relevant to the research topic, and includes concept of education, concept of educational indicators, categories of educational indicators, concept of educational efficiency, Internal efficiency indicators and factors behind Efficient and Inefficient School system. It also looks at the theoretical framework and the conceptual framework. The third chapter sets the general approach and methodology that was used by the researcher and chapter consist research design, research methods, data source, sample and sampling techniques, data collection tools, method of data analysis and procedures of the collection, validity of instruments, reliability of questionnaires and research ethics. The fourth chapter deals with the presentation and analysis of data collection. The last chapter provides the summary, conclusion and recommendation.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

This chapter comprises of literature review that was relevant to the research topic, and includes concept of education, concept of educational indicators, categories of educational indicators, concept of Educational Efficiency, Internal efficiency indicators and factors behind Efficient and Inefficient School system. It also looks at the theoretical framework and the conceptual framework.

2.1. Concept of Education

Education is one of the basic services offered by governments and other stakeholders to society. Authors including Bray (1996) posit that education is a tool for economic development and therefore there is need to constantly review inputs and outputs in the system. If education is to meet the goal of economic development in any nation, then aspects of internal efficiency should be examined critically. The term “efficiency” as applied in education refers to the extent to which education yields desirable results to the society and individuals (Ayodo, Gatimu & Gravenir, 1991).

The world Book Encyclopedia (1992) defined Education is the process of facilitating learning. Knowledge, skills, values, beliefs, and habits of a group of people are transferred to other people, through storytelling, discussion, teaching, training, or research. Education frequently takes place under the guidance of educators, but learners may also educate themselves in a process called autodidactic learning. Any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational.

A right to education has been recognized by some governments. At the global level, Article 13 of the United Nations' 1966 International Covenant on Economic, Social and Cultural Rights recognizes the right of everyone to an education.

2.2. Educational Indicators

An indicator is a measure or observation that offers evidence of a general status or condition. It answers the question, “What can we see that tells us something is true?” An indicator is also seen as a tool to compare trends at different times in time. It is a marker and measure and can be compared to a road sign which shows, whether we are on the right road, how far we are traveled and how far we still have to go to our destination. Examples, in education sector: gross enrolment rate, net enrolment rate, apparent intake rate.

2.3. Categories of Educational Indicators

According to UNESCO (2006) suggested that the main categories of aspects to be considered when conducting an Education Sector Analysis (ESA) based on performance indicators include:

- I. The current macro-economic trend and the education expenditure history in the country;
- II. socio-demographic situation;
- III. Access to and participation in education;
- IV. Quality of education;
- V. External efficiency;
- VI. Internal efficiency;
- VII. Equity; and
- VIII. Management of the sector.

2.4. Concept of Educational Efficiency

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, or achieves comparable levels of output for fewer inputs, other things being equal. (Hanushek;1986; Levin 1976 and Pogrow, 1983). 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 generally will rely upon measuring inputs in monetary units since inputs can seldom be compared in other units.

Evaluation of efficiency in educational systems is, moreover, complicated by the fact that students not only learn in schools but also in their homes and on play grounds. Therefore, the appropriate output for efficiency considerations is that portion of student growth or development that can be reasonably attributed to specific educational experiences. - In other words, the marginal improvements that would not have occurred without the inputs of the educational system. These outputs might include the development of additional literacy and numeracy skills, positive attitudes toward work, civic responsibility, or a myriad of other specific skills, attitudes, and beliefs that exceed what otherwise would have been developed without the schooling in question.

According to Hanushek (2007), efficiency is measured by comparing education expenditures with education outcomes. Governments make expenditures at all levels of education, and two of the most basic efficiency questions are whether government is spending the appropriate amount on each level or type of education, and whether government is making the appropriate choices on quantity versus the quality of education. These questions are answered by looking at the success that the graduates of different levels of education have in the labor market relative to the costs of their education. This is called the external efficiency of the educational system.

A different type of efficiency question concerns the use of resources in producing the outcomes of education, which is called the internal efficiency of the educational system. Assessments of internal efficiency are typically done for a specific level of education, say primary education, and the simplest indicator of internal efficiency is the unit cost of producing one unit of educational output, which may be a student enrolled, a graduate of that level of education, or a student who has attained some minimum level of knowledge. Other things equal, an educational system which can produce a unit of output at lower unit cost than another educational system is said to be more efficient.

According to, Abagi (1997), the conceptualization of school efficiency seems to access to education by increasing education opportunities to school-age population. Due to this many countries in Africa, including Ethiopia have focused attention on increasing resources to education sector to achieve UPE goals. Thus, these countries now faced with the problem of trade-off between enhancing the efficiency of the education sector and increasing access of

primary, secondary and tertiary education (Abagi,1997). This is to mean that educational expansion affects the efficiency of the education system. As a substantial amount of resource is assigned for increasing educational access, the educational efficiency is facing a challenge because the system is not getting adequate resources solve problem in inputs, process and output of the education system.

Secondly, the knowledge about what education efficiency entails is limited. That is,very little is known about the efficiency with which various schools raise pupils learning and achievement. But as the official budgetary allocation to education shrinks inefficiency is a problem that needs to be understood and solved. Thirdly, as poverty increases and the level of investment in education declines, policymakers are looking for innovative and feasible strategies for improving the operation of the education system and making education promote national development a question facing policy makers is how can available resources be used more efficiently in a proposal to make education achieve its objectives at household and national level.

2.5. Internal Efficiency Indicators

According to Hanushek (2007), an analysis of internal efficiency of education spending attempts to answer the questions: 1) Can educational outcomes be increased without raising the current level of resources or funding? And can expenditures be reduced without adversely affecting the current level of educational outcomes? Abagi, (1997: 14) defines internal efficiency as the amount of learning achieved during the school age attendance, compared to the resources provided and take the percentage of entering students who completed the course as its measure. Thus, internal efficiency refers to the measurement of performance of the education system by showing the proportion of students successfully completing a given level of the Education system without wastage.

Internal efficiency of any educational system is believed to have high co-relation with educational inputs, processes and outputs of the system. On the other hand according to Sanothimi and Bhaktapur, (2001), the question of educational quality is also a question of internal efficiency in education system. Therefore, internal efficiency and quality of the education system can be indicated by calculating the promotion, repetition and dropout rates, at

various grade levels. Furthermore, efficiency also includes cycle completion and survival rates at certain grade level and cycle to cycle transfer rates. To put it differently, improving internal efficiency of the school system is by default improving quality of education because both of them focus on relationship of educational inputs, processes & outputs of the system. The internal efficiency in education system basically measures the number of years it takes a child to complete a particular cycle or level of education (UNESCO, 2006). The basic indicators required to measure the internal efficiency of an education system are calculated on the basis of the flow rates of students, such as: promotion rate, repetition rate, drop-out rate, completion rate and survival rate.

2.6. Factors behind Efficient or Inefficient school system

2.6.1. Influence of Availability of Physical facilities on Internal Efficiency

One of the administration functions of the principals is management of physical facilities in the school (Ozigi, 1995). Availability of physical facilities encourages meaningful learning and teaching. The principals should plan for the physical facilities in the schools bearing in mind that school population keeps on changing in line with change in programs and modernization. Principals have faced challenges in managing their schools due to lack of adequate physical facilities which are a prerequisite to quality education. This has led to students' dropout.

According to Kamicha Boru (2013) physical facilities such as classrooms, home science and craft rooms, workshops and laboratories that are well equipped are the greatest challenge faced by parents and education authorities including head teachers yet they have a bearing on quantitative growth and quality of education and students dropout. Onyango (2001) states that planning for material resources involves the identification of the resource requirements, assessing quality in terms of the needs, establishing criteria for standards, determining the cost per unit and the use of the materials whether by individuals or groups education. Eshiwani (1987) found that in all levels of learning availability of physical facilities such as classrooms, desks, chairs had a positive relationship to quality education. Availability of these facilities contributed to safety and healthy learning environment hence enabling students to perform well in examinations hence provision of quality education (Earthman and Lemasters, 2006).

2.6.2. Influence of Instructional Materials on Internal Efficiency

The availability and use of instructional materials affects the effectiveness of a teacher's lessons. Abagi (1997) says that the quality of education the learners receive bears direct relevance to the availability or lack of instructional materials. According to the Global Monitoring Report on Education for All, students' access to teaching and learning is an important factor in what and how much they learn (UNESCO 2008) carried out a study that established that the availability of physical facilities had effect on students drop out in Botswana. The study revealed that physical facilities had a direct link to the education quality measured in terms of students' dropout.

A study conducted by the Population Council and the Government of Kenya in 1997 to establish the effects of the material inputs on performance in single sex and mixed secondary schools. A directory of different types of materials that would be found in a typical secondary school was prepared. Some of these included textbooks, library, laboratory, playing fields, science rooms and telephone. An examination of the material inputs in selected schools revealed that single sex schools were better equipped than the mixed schools. The shortage of the necessary material inputs in mixed schools was therefore identified as one of the factors affecting performance (Population Council and Government of Kenya, 1997). If the government cannot provide adequate instructional materials the burden of provision of the same is shifted to the parents. Therefore, there is need to evaluate whether the government funding of instructional materials is viable (Okwach & Odipo, 1997)

2.6.3. Influence of pupils dropout on rate internal efficiency

The indicators of internal efficiency used by Koang Yang (2014) are the wastage rate. Wastage rate is caused by students who leave the school system before the completion of their courses. Wastage may also occur between different levels, as a result of students who repeat the levels and those who drop out of the system. Wastage rate could be crude cohort wastage rate or refined-cohort wastage rate. Crude-cohort wastage rate is the percentage of repeaters and dropouts from the first year to the final year of academic sessions of a given cohort of students, while refined cohort wastage rate is the percentage of those who passed out or the graduates to

the enrolment of the cohort. This is based on the fact that not all the students that reached the final year took the final year examination or passed.

2.6.4. Influence of Education Policies and Institutional Process on Internal Efficiency

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

2.6.5. Influence of School Related Factors on Internal Efficiency

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

2.6.6. Influence of School Location on Internal Efficiency

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

2.6.7. Influence of Teacher's Characteristics on Internal Efficiency

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

- 1) Teachers experience and salary tends to have positive influence on academicachievement
- 2) Smaller teacher-pupil ratios have little effect on students' achievement. Similarly studies carried out in Asian countries confirmed that schools which have increase class size had yet shown reduced wastage in terms of dropout and repetition (Bishop, 1989). On the other hand, few class observations in Kenya indicate that there are cases where teachers negative attitudes Push pupils, especially girls, out of schools. These pupils are those who are neglected, abused, and miss handled and sent out of class during teaching learning periods. The results of all the above cases are absenteeism, hate of schooling poor academic performance, and non- completion of the

education cycle (Bishop, 1989). In addition to this sexual harassment and pregnancies is found to affect girls' participation and repetition rate in education. Finally, in the sphere of teacher's characteristics, low teacher motivation is one of the most important causes for wastage in education. Low teacher motivation leads to teacher absenteeism and attrition, which are the prominent problems of developing countries. Teacher absenteeism reduces student learning time, while teacher attrition increases costs of teacher training. One recent World Bank study reports that the causes of low teacher motivation are low salaries, poor working conditions, insufficient career advancement opportunities and weak supervisory and support services. Low teacher moral, directly or indirectly, affects the quality of teaching and the relationship between teachers and students, which results low pupil achievement and high school dropouts.

2.7.8. Influence of School Policies on Internal Efficiency

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 includes multi-grade teaching Self contained teaching, shift system, language policies, Promotion policy etc. Some of the schools are based policies of these policy factors have their own positive or negative impact on schools internal efficiency performance. For instance according to Eiscomon (1997:27) multi grade teaching and shift system teaching that are designed to expand the opportunity of basic education through effective use of available resources are associated with high, repetition rate for that it reduces instructional time. The other school policies that affect educational wastage are the promotion policy or examination regulation. Even though examinations are not fully efficient to measure student academic achievement, yet many use it to determine the chance of students to move the next higher grade or level of education. As a result examinations and promotion usually cause high or low rate of educational wastage (Psacharopoulos, 1985). The other school related factor which is most critical for school readiness, academic performance and repetition rate is the language policy, as it is evident in Ethiopian educational policy and practice; we have given primary school education in mother tongue instruction. The ultimate purpose of this policy was mainly to Increase educational quality and reduce educational wastage.

2.7.9. Influence of School Management System and Practices on Internal Efficiency

School management is one of the important factors that affect internal efficiency of schools. For instance the school management have an important role in improving the learning capacity of learners, because they coordinate teachers in setting standards teaching the curriculum in relevant way, and providing additional support (Susy, 2008). However, there are several factors that influence school management practice namely the top management, qualification of head teachers qualification & training of school teacher and most importantly the commitment and initiative taken by the principals and teachers (Kamicha Boru, 2013). In order to improve status of school management many countries have adopted and emphasized on decentralized management system. School level decentralized management system is believed to improve schooling efficiency.

2.7.10. Influence of Student Related Factors on Internal Efficiency

Students characteristics are among most important factor that affects internal efficiency of schools. In a class room due to individual difference and background of students come to school with different characteristics that affect the students' level of participation and achieving in education, (Nebiyu, 1999:247). For instance due to this difference students come up with different physiological and psychological make up and as a result of this students attending the same class are considered to have difference in personality such as physical, mental, intellectual, moral and motivational factors that in turn have a contribution to educational wastage at different levels (UNESCO, 1972). In light of the above stated fact and according to Koang Yang, (2014) among many student characteristics that affect internal efficiency includes: Variation in sex and age group, difference in sociocultural background such as backwardness community, difference in economic condition, Parental attitude towards education in general and girls in particular parents educational awareness and literacy level, opportunity cost of child labor and house hold work, difference in children's living location (in remote and rural areas), vulnerability such as orphans and those affected by HIV/AIDS. Eggen and Kauchack (1992:178) explained that the students with the following characteristics are found to be either under achievers, slow learners or children at risk and students characteristics that lead to inadequacy and grade repetition are:-Low motivation, low self-esteem, dissatisfaction with their school

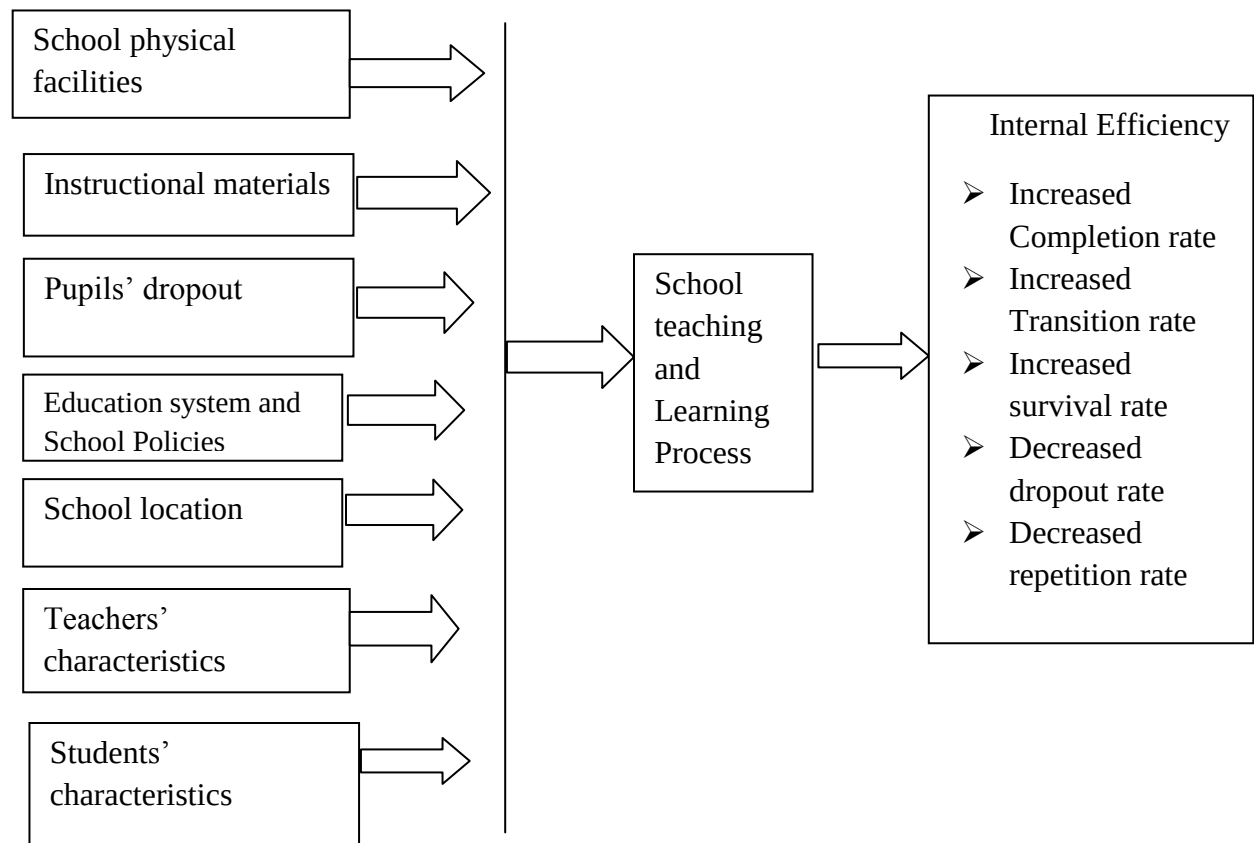
environment, poor school attendance, lack focus on their task and not respecting school regulation.

2.8. Theoretical Framework

The study adopts the Education Production Theory (EPT) proposed by Donald Winkler, (2008). In this theory, different combinations of inputs can produce different levels of outputs. The production function theory describes the relationship between inputs and outputs. Education is a process which uses scarce financial, physical and human resources allocated to produce of educated people. In the secondary schools the government ensures that the necessary resources are used in the schools. These resources include teaching and learning materials, infrastructure and the human resources which are inputs in to the production function. These resources affect the teaching and learning, participation and quality of education in terms of performance in schools which are the outputs in the education system. With adequate educational resources both human and physical, this is an indicator of internal efficiency.

2.9. Conceptual Frame Work of the Study

The conceptual framework of the study is presented in figure below



The conceptual framework shows how the inputs which are the provisions of availability of school physical facilities, instructional materials, pupils dropout, education system and school policies, school location, teachers characteristics and students characteristics impact on school teaching and learning process. The interrelationship between these variables within the school setting will have different results within the learning (process) that goes on in schools where by positive impact will lead to internal efficiency.

CHAPTER THREE

3. THE RESEARCH DESIGN AND METHODOLOGY

This chapter sets the general approach and methodology that were used by the researcher. This chapter consist research design and methodology, data source, sample and sampling techniques, data collection tools, method of data analysis, procedures of the collection and research ethics.

3.1. Research Design

The focus of this research was to study the assessment of internal efficiency of Secondary school of Arsi Zone Oromia Regional State. In this study a descriptive survey was employed with the intention to get the general picture of the practice and challenges of internal efficiency of secondary schools of Arsi Zone Oromia Regional State. In supporting this idea, Abiy Zageye, Alemayehu worku, Daniel Tefara, Melese Getu and Yilma Silash (2009) suggested that descriptive survey is used to gather data at a particular point in time with the intention of describing the nature of existing conditions or identifying standards against which existing conditions can be compared or determining the relationships that exist between specific events. Moreover, the descriptive survey is more effective in assessing the current practices in its natural setting. Additionally, Borg and Gall (1989), state that a descriptive survey research is intended to produce statistical information on aspects of education that interest policy makers and educators.

3.2. Research Method

The method employed in this research was both quantitative and qualitative methods. Since the research is survey method, it more emphasizes quantitative research approach. Using multiple approaches can capitalize on the strengths of each approach and offset their different weaknesses and provides a better understanding of research problems than either approach alone. It could also provide more comprehensive answers to research questions going beyond the limitations of a single approach Creed, C., Freeman, R., Robinson, B. and Woodley, A. (2004). It is also practical in the sense that the researcher is free to use all methods possible to address a research problem (Creswell, 2006).

3.3. Data Sources

To achieve the purpose of the study the researcher employed both primary and secondary data sources.

3.3.1. Primary Data Source

To assess the internal efficiency of secondary schools, to examine the awareness of teachers on the factors that affect internal efficiency of schools and to explore whether or not effective measures have been taken to enhance problems related to internal efficiency. Primary data was collected from the sample respondent (principals, teachers, and students).

3.3.2. Secondary Data Source

Secondary data sources were collected from Arsi Zone Annual Abstracts and schools annual Statistics in order to identify the trend of internal efficiency of secondary school based on the dropout, repetition rate and survival rate.

3.4. Sample and Sampling Techniques

Arsi Zone is divided into twenty five woredas. These Woredas are categorized into four School clusters. The clusters involve West Arsi (cluster 1), South Arsi (Cluster 2), North Arsi (cluster 3) and East Arsi (Cluster 4) and this classification has been done in agreement with Zone administrative and Education offices to make the monitoring and evaluation system of activities easy in the Zone. There are a total of 79 secondary schools under the four clusters, 20 schools in West Arsi (cluster 1), 20 secondary schools in South Arsi (cluster 2), 23 secondary schools in North Arsi (Cluster 3) and 16 secondary schools in East Arsi (cluster 4). It is practically impossible to include all secondary schools in the study due to financial and time constraints. Thus to make the study manageable and to obtain the necessary data within the time frame, 2 schools were selected from each cluster using Simple random sampling techniques. Accordingly, a total of 8(10%) secondary schools, 8(10%) principals, 64(30%) teachers and 16 (40%) students were included in the study.

Table : Distribution of Sampled Respondents

Cluster name	School Name	Number of principals	Sampled principals	Number of teachers			Sampled Teachers			% of Sample	Number of Student council			Sampled Council			% of sample
				M	F	T	M	F	T		M	F	T	M	F	T	
East Arsi	Kula	1	1	21	6	27	7	2	2	30	3	2	5	1	1	2	40
	Ticho	1	1	33	12	45	11	3	14	30	3	2	5	1	1	2	40
Western Arsi	Kulumsa	1	1	27	5	33	8	2	9	30	3	2	5	1	1	2	40
	Boru Jawi	1	1	21	5	26	6	1	7	30	2	3	5	1	1	2	40
Southern Arsi	Siltana	1	1	25	7	32	7	2	9	30	3	2	5	1	1	2	40
	Digalu	1	1	19	2	21	5	1	6	30	3	2	5	1	1	2	40
Northern Arsi	Negele	1	1	15	3	18	4	1	5	30	3	2	5	1	1	2	40
	Bollo	1	1	10	1	11	4	0	4	30	3	2	5	1	1	2	40
Total		8	8	171	41	212	52	12	64	30	23	17	40	9	7	16	40
Type of sampling		Availability sampling		Simple random sampling							purposive sampling						

3.5. Data Collection Tools

Questionnaires, Interview, document analysis and observation were the main data collection tools in this study.

Questionnaires: In addition to document sources, questionnaires were prepared and filled in by teachers and student councils. The type questionnaires are both closed and open-ended question items for both teachers and students respondents. The questionnaires were prepared for teachers and students separately. The content of questionnaires filled by teachers included respondents' personal and professional background, about their view of internal efficiency in their respective school contexts, about their attitudes toward internal efficiency and mechanisms to enhance internal efficiency of school system. The questionnaires filled by students have two parts, respondents' background and their view on factors that affect internal efficiency of school system.

Interview: Semi-structured interview was used to gather in-depth qualitative data from 8 principals. Employing semi-structured interview is quite important, because interview has great potential to release more in-depth information, provide opportunity to observe non-verbal behavior of respondents; gives opportunities for clearing up misunderstandings, as well as it can be adjusted to meet many diverse situations (Abiyi et al., 2009).

Document Analysis: Documents at Zonal education office and sampled secondary schools were reviewed to identify the challenging trend of internal efficiency.

Observation Checklist: observation check was carried out to observe school infrastructure, environment, management and other.

3.6. Validity of Instruments

This is the degree to which results obtained from the analysis of data actually represent the phenomenon under investigation. The instruments were validated by the researcher's advisor. Content validity was done in order to find out irrelevant, ambiguous and inadequate items. Unnecessary items were discarded while others were added and modified for improvement of the instrument.

3.7. Reliability of Questionnaires

Reliability of the items was checked before they were administered to the target population of the study. Therefore, the reliability of questionnaire was analyzed using Compach Alpha method. The questionnaire items were calculated using Combat alpha Test and the result was 0.95. Therefore pilot test show relevant measure, because reliability considered that, the value above 0.70 indicated reliable instrument.

3.8. Procedures of Data Collection

To answer the research questions raised, to confirm, cross-validate or corroborate findings within a study, researcher was passed through a series of data gathering procedures. These procedures

of data collections are, developing questionnaires/data gathering tools, receiving comments from advisor, plot test, data collection and data analysis.

3.9. Method of Data Analysis

Both quantitative and qualitative data was collected from different sources and organized and presented in the way that it gives answer to the research question. Quantitative data that indicate the percentage of students repeat the class and dropout of the school system was organized in term of table and illustrate in term of average at Zone and sampled schools, these document are more of quantitative data which indicated the percentage of students repeated the grade and dropout of the schools system from the years 2011/2012-2014/2015. Moreover, primary data collected through questionnaire where tabulated and frequency count, percentage mean and standard deviation were calculated. The most reliable way of finding the efficiency of education institution is to follow a true cohort method i.e. starting with cohorts of pupils at the beginning of their study in secondary for consecutive two years. In this study, an attempt is made to assess internal efficiency of secondary schools in Arsi Zone. Qualitative data that are gathered from principals and that obtained from observation was organized in narrative form.

3.10. Ethical consideration

The cover letter from Adama sciences and Technology University was presented to Arsi Zone Education Office that then accompanied me with a support letter to introduce me with district education offices and as a permit to conduct the fieldwork. The district education office then directed me to schools with a support letter that asks the school to help me with all needed by me from the schools. At all levels of the fieldwork, participants were asked to participate in the interview for which they can agree or disagree to participate. Then, I explained what the research is about, the research objectives and what is expected from them to participate. Besides, I assured them the confidentiality of their ideas and documents and anonymity of participants when I would analyze the data and report the result.

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

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

4.1. Characteristics and Background of Respondents

A total number of 64 of questionnaires were distributed to 64 teachers. The returned questionnaires were 61 (95.3%). All 16 (100%) student councils were also returned questionnaires. Moreover, 8 school principals were interviewed. The data were analyzed in terms of the frequency, percentage, Mean scores and Standard Deviation.

Table : Characteristics of Respondents

Characteristics		Respondents					
		Teachers		Principals		Students	
		N	%	N	%	N	%
Sex	Male	49	80.3	8	100	8	50
	Female	12	19.7	-	-	8	50
	Total	61	100	8	100	16	100
Educational level	Diploma	7	11.47	-	-	-	-
	Degree	48	78.68	5	62.5	-	-
	MA/BA/BED	6	9.83	3	37.5	-	-
	Other	-	-	-	-	-	-
	Total	61	100	8	100		
Work experience	Below 3 years	5	8.19	-	-	-	-
	3-5	9	14.75	1	12.5	-	-
	6-10	19	31.14	4	50	-	-
	11-15	14	22.95	2	25	-	-
	16 and above	14	22.95	1	12.5	-	-
	Total	61	100	8	100	-	-
Principals field of study	EDPM	-	-	3	37.5	-	-
	Non EDPM	-	-	5	62.5	-	-
	Total	-	-	8	100	-	-
Students Grade	9 th	-	-	-	-	6	37.5
	10 th	-	-	-	-	10	62.5
	Total	-	-	-	-	16	100
Students age	Below 15	-	-	-	-	-	-
	15-16	-	-	-	-	5	31.25
	17-18	-	-	-	-	10	62.5
	19 and above	-	-	-	-	1	6.25
	Total	-	-	-	-	16	100

As indicated in Table 2 above all principals 8(100%), majority of teachers 49(80.3%) and 8(50%) of students are male and the rest 12(19.7%) teachers and 8(50%) of students are females. Additionally as identified during Zonal document analysis there is no female principals in the

Zone and there is only 297(15.16) female teachers which shows that, females were not encouraged in the secondary school teaching and principal position in the secondary schools of Arsi Zone. Hence, there is a need to encourage females to teaching profession and position of school principals.

As indicated in Table in 2, item 2 above showed, majority of respondents 48(78.68%) of teachers and 5(62.5%) of principals were first Degree holders, and 7(11.47%) of teachers are Diploma holders, all the rests 6(9.83%) of teachers and 3(37.5%) of principals are second degree holders. Since the majority of teachers and principals have less than second degree qualification, this is lower advantage in handling school internal efficiency problem. The current Education policy on human resource recruitment and development (MoE, 2002) indicate that minimum educational requirement for secondary schools principals and teachers should be second degree holders.

As indicated in Table 2, item 3 above, 5(11.17%), 19(31.4%), 14(22.95%) and 14(22.95%) of teachers fall in service years of below 3years,3-5 years,6-10 years, 11-15 years and 16 and above service years respectively. As the data indicates the majority of teacher 19(31.4%) were fall in the range 6-10 years. Therefore, at this experience level teachers are expected to be well induced and would have enough experience to be responsible for their job. Similarly majority of principals 4(50%) serves for 6-10 years and the rest 1(12.5%), 2(25%) and 1(12.5) service for 3-5, 11-16 and 16 and above years respectively, which indicated that the majority of the principals, in the secondary schools of Arsi zone were well experienced and this might help them to contribute much to make school system more efficient.

As indicated in Table 2, item 4 above, majority of school principals 5(62.5%) were studied non educational planning and management field of study and the rest 3(37.5%) are School leadership graduates. Therefore, it is possible to indicates that principals lack the necessary leadership skills minimize the Internal Efficiency of School.

As indicated in Table 2, item 5 and 6 above, regarding to students grade majority of them 10(62.5%) are grade 10th students while the rest 6(37.5%) are grade 9th. Regarding their age 5(31.25%), 10(62.5%) and 1(6.25%) are 15-16, 17-18 and 19th and above aged. Therefore we can indicates that majority of students are over aged students.

4.3. Internal Efficiency

It combines the trend of dropout and repetition rate at levels of Zone and schools.

Table : Zonal level Trends of Grade 9-10 Dropout and Repetition rate

Year	Grade 9 th up to 10 th Dropout rate			Grade 9 th repetition rate			Total wastage yearly		
	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both
2011/12	14.3	11.6	13.1	14.9	16.2	15.55	29.2	27.8	28.7
2012/2013	15.3	12.2	14.0	17.06	15.3	16.18	32.4	27.5	30.2
2013/14	6.2	17.4	10.9	15.5	16.4	15.95	21.7	33.8	26.8
2014/15	12.0	8.2	10.4	18.4	13.9	16.15	30.4	22.1	26.5

Source: - Arsi Zone Annual statistic Abstract 2011/2012 -2014/2015

Table 3, shows the trends of dropout in secondary education. The record shows that the trend of dropout rate has been evident in secondary school. The Zonal dropout rate increased by 0.9% in 2012/2013 and decreased by 3.6 % in 2014/2015. Generally from the this data we can conclude that, even though the Zonal dropout rate is decreasing from year to year the Zone is far away from the target set on first Growth and Transformation plan (secondary School dropout should be minimized to 3% and below).

On grounds of the conducted document review of which table 3, shows the Zonal trends in secondary education dropout and repetition rate. The record shows that with an inconsistent trend, repetition rate has been severing. Based on document the review trends of repetition shows the increased and decreased trends. As indicated from the table above repetition rate increased by 1.5% (between 2011/12 and 2012/12 and decreases by 3.7% between 2012/13 to 2014/15.

Table : School level Trends of Grade 9-10 Dropout rate

Schools	Academic years											
	2011/12			2012/13			2013/14			2014/15		
	dropout rate			dropout rate			dropout rate			dropout rate		
	M	F	AV	M	F	AV	M	F	AV	M	F	AV
Kula	11.4	13.4	12.4	10.2	8.3	9.25	17.9	14.3	16.1	15.2	10.9	13.05
Ticho	8.4	9.7	9.05	11.8	7.6	9.7	11.1	13.4	12.25	13	9	11
Kulumsa	5.3	6.1	5.7	7.4	8	7.7	10.4	11.2	10.8	18.2	15.4	16.8
Boru Jawi	7.3	5.1	6.2	10.6	9.8	10.2	12.4	13.4	12.9	16.7	14.2	15.45
Siltana	6	8.3	7.15	11.3	10	10.65	12.3	14.1	13.2	15.3	13.8	14.55
Digalu	9.6	10.2	9.9	13.5	11.7	12.6	14.1	12.7	13.4	19.1	17.4	18.25
Negele	7.9	9.1	8.5	9.2	10.1	9.65	11.9	10.1	11	17.2	15.6	16.4
Bolo	14	12.2	13.1	11.9	9.8	10.85	13.4	10.8	12.1	16.8	13.7	15.25

Source: - Schools Annual statistic Abstract 2011/2012 -2014/2015

Based on the conducted document review, Table 4 indicates that trends of secondary education dropout rate in Schools in Arsi zone. As indicated in table 4, data collected from Arsi Zone Schools shows an increasing-decreasing trend in each sampled schools.

In kula secondary school dropout rate decreased by 3.15% from 2011/12 to 2012/13 and increased by 6.85% from 2012/2013 to 2013/2014 and again decreased by 3.05% in 2014/05.

With regard to Ticho secondary School dropout rate is increased from 2011/2012 to 2013/14 and decreased by 1.25% in 2014/2015.

With regard to rest sampled schools (Kulumsa, Boru Jawi, Siltana, Digalu, Negele and Bolo) Secondary school dropout rate is increased in all academic years (2011/2012 to 201/2015). From these data we can suggest that dropout rate indicate that, woreda and Zone education offices are challenged by low internal efficiency.

Table : School level Trends of Grade 9-10 Repetition rate

Schools	Academic years											
	2011/12			2012/13			2013/14			2014/15		
	Repetition rate			Repetition rate			Repetition rate			Repetition rate		
	M	F	AV	M	F	AV	M	F	AV	M	F	AV
Kula	6.9	7.4	7.15	8.2	8	8.1	9.2	8.4	8.8	9.1	5.7	7.4
Ticho	10.5	12.5	11.5	13.1	10.8	11.95	10.8	9.4	10.1	8.6	7.6	8.1
Kulumsa	12.5	13.8	13.15	14.5	13.9	14.2	10.7	9.9	10.3	11.9	10.2	11.05
Boru Jawi	13.7	11.2	12.45	14.9	16.2	15.55	17.9	16	16.95	20.2	17.9	19.05
Siltana	18.4	17.2	17.8	15.3	12.8	14.05	20.1	16.7	18.4	16.8	14.5	15.65
Digalu	14.8	13.9	14.35	17.2	16.7	16.95	19.2	17.5	18.35	19.1	18.7	18.9
Negele	21.3	23.1	22.2	19.4	20.5	19.95	18.2	14.8	16.5	20.4	18.4	19.4
Bolo	20.3	16.5	18.4	14.9	12	13.45	18.2	16.4	17.3	17.9	15.8	16.85

Source: - Schools Annual statistic Abstract 2011/2012 -2014/2015

As indicated in document review, Table 5 shows that two out of eight sample schools Boru jawi and Digalu recorded increasing trend of repetition rate during the four academic years (2011/2012-2014/15). Six schools namely Kula, Ticho, Kulumsa, Siltana, Negele and Bolo were recorded no constant trend of increasing or decreasing between 2011/12 and 2014/15.

To sum up, secondary schools repetition rate reveals fluctuated trend from the four consecutive academic years, in similar trend like woreda and Zonal reports which indirectly implies poor performance of professionals at school, woreda and zonal level and local administrators at each level of authority. In addition to this, the increasing trends almost remain inconsistent and combine to be a major challenge of the already mentioned authorities.

Table : Zonal Survival Rate to grade 11th

Academic Year	Survival rate from grade 10 to grade 11		
	Male	Female	Average
2011/12	24.1	20.7	22.5
2012/13	34.2	35.4	34.7
2013/14	30	28.3	29.2
2014/2015	28.9	29.2	29

Source: - Arsi Zone Statistic Abstract 2011/2012 -2014/2015

The extent to which an education system manages dropout and repetition rates affects student progression through the system in one way or another with combined effect of high dropout and repetition rate that result in low survival rates. Table 6, above shows that the zonal trends of secondary education with regard to survival rate to grade 11 for four consecutive years (from 2011/12 to 2014/15) shows the pattern of inconsistency record. That is, the trend were decreasing by 5.7%from (34.7 to 29) between (2012/13 and 2014/15) and increasing by 12.2% from (22.5 to 34.7) between (2011/12 to 2012/13).

In general, when summing up the years with the increasing and decreasing trend of survival rate for four consecutive years, the years (2011/12 and 2012/13) were recorded increasing and (2013/14 and 2014/15) were decreased. The average trend increased by 12.2%.The survival rate was enhanced these two years and decreases in 2013/14 and 2014/15.This inconsistent enhancement recorded of the trend implies that, the rate of dropout and repetition rate needs serious follow-up by the zonal and woreda education administrators.

Table : Teachers Response on Effect of Availability of Physical Facilities on Internal Efficiency

No	Items	Strongly Agree		Agree		Undecided		Disagree		Strongly disagree		Total		X	S.D
		f	%	f	%	f	%	f	%	f	%	f	%		
1	Classrooms overcrowded	6	9.8	25	41	4	6.56	20	33	6	9.8	61	100	3.1	1.24
2	Separate latrine for boys, girls and teachers	9	14.8	11	18	1	1.64	30	49	10	16	61	100	2.7	1.35
3	Water and other hygiene	3	4.92	18	30	7	11.5	30	49	3	4.9	61	100	2.8	1.08
4	Well furnished class room (desk, chairs, chalk board, etc)	20	32.8	21	34	2	3.28	14	23	4	6.6	61	100	3.6	1.33
5	Safety and attractive School environment	18	29.5	27	44	6	9.8	6	9.8	4	6.6	61	100	3.8	1.17
Aggregate mean														3.2	

X= Mean S.D = Standard deviation

Scale: ≤ 1.49 - very low level of agreement, 1.50-2.49 -low level of agreement, 2.50-3.49– moderate level of agreement, 3.50-4.49 – high level of agreement and ≥ 4.50 – very high level of agreement.

With regard to Table 7, teachers were asked to reflect their level of agreement on the extent to which availability of physical facilities affect Internal Efficiency of the school system. The list of factors was organized from the literature review. Moreover teachers were invited to rate them and level each factors seriously, based on their knowledge on each factors.

As shown in table 7 item 1, among 61 teachers 6(9.8%) responded strongly agree, 25(41%) responded agree, 4(6.56%) responded undecided, 20(33%) responded disagree, 6(9.8%) responded strongly disagree. The response of teachers to item no.1 in table-7 the affect of class room over crowd on internal efficiency of secondary schools) with mean value of $x=3.1$ that shows the response falls on moderate level of agreement.

Table 7 item 2, the effect of separate latrine for boys, girls and teachers on internal efficiency, 9(1.8) responded strongly agree, 11(18%) responded agree, 1(1.64%) responded undecided, 30(49%) responded disagree and 10(16%) responded strongly disagree. The response of teachers on item 2 of table 7, among the affects of availability of physical facilities on internal efficiency, the affect of separate latrine has mean value of $x = 2.7$ that shows the response falls on moderate level of agreement.

As revealed in Table 7 item 3 above, 3(4.92%) responded strongly agree, 18(30%) responded agree, 7(11.5%) responded undecided, 30(49%) responded disagree and 3(4.9%) responded strongly disagree on affects of Water and other hygiene factors on Internal Efficiency. The response of teachers on item 3 of table 7, among the affects of availability of physical facilities on internal efficiency, the affect of water and other hygiene factors has mean value of $x = 2.8$ that shows the response falls on moderate level of agreement.

As revealed in Table 7 item 4 above, 20(32.8%) responded strongly agree, 21(34%) responded agree, 2(3.28%) responded undecided, 14(23%) responded disagree and 4(6.6%) responded strongly disagree on affects of Well furnished class room (desk, chairs, chalk board, etc) factors on internal efficiency. The response of teachers on item 4 of table 7, among the affects of availability of physical facilities on internal efficiency, the affect of Well furnished class room (desk, chairs, chalk board, etc) has mean value of $x = 3.6$ that shows the response falls on high level of agreement.

As revealed in Table 7 item 5 above, 18(29.5%) responded strongly agree, 24(44%) responded agree, 6(9.8%) responded undecided, 6(9.8%) responded disagree and 4(6.6%) responded strongly disagree on affects of Safety and attractive School environment factors on internal efficiency. The response of teachers on item 5 of table 7, among the affects of availability of physical facilities on internal efficiency, the affect of Safety and attractive School environment has mean value of $x = 3.8$ that shows the response falls on high level of agreement.

Generally, Safety and attractive school environment, well furnished class rooms, classrooms overcrowded, water and other hygiene factors and classrooms overcrowded are ranked with mean value 3.8, 3.6, 3.1, 2.8 and 2.7 respectively. From data, observation during field

observation and the interview conducted within 8 selected school principals we can conclude that among the availability physical facilities that affect internal efficiency Safety and attractive school environment, well furnished class rooms are major factors.

Table : Teachers Response on Effect of Instructional Materials on Internal Efficiency

No	Items	Strongly Agree		Agree		Undecided		Disagree		Strongly disagree		Total		X	S.D
		f	%	f	%	f	%	f	%	f	%	f	%		
1	Student text ratio	16	26.2	6	9.8	9	14.75	24	39	6	9.8	61	100	3	1.4
2	Library with enough reference books	14	23	25	41	2	3.27	14	23	6	9.8	61	100	3.4	1.34
3	laboratory class with chemicals and other materials	12	19.7	32	52	2	3.27	11	18	4	6.6	61	100	3.6	1.19
4	Playing fields (football, handball, Volleyball, table tennis, etc	4	6.56	12	20	15	24.59	19	31	11	18	61	100	2.7	1.18
5	ICT room and material (Computers, manuals, software's, etc	9	14.8	25	41	4	6.56	16	26	7	11	61	100	3.2	1.31
Aggregate mean														3.2	

X= Mean S.D = Standard deviation

Scale: ≤ 1.49 - very low level of agreement, 1.50-2.49 -low level of agreement, 2.50-3.49– moderate level of agreement, 3.50-4.49 – high level of agreement and ≥ 4.50 – very high level of agreement.

With regard to Table 8, teachers were asked to reflect their agreement on the extent to which availability instructional material affect Internal Efficiency of the school system.

As shown in Table 8 item 1, 16 (26.2%) teachers responded strongly agree, 6 (9.8%) responded agree, 9(14.75%) responded Undecided, 24(39%) responded disagree, 6(9.8%) responded

strongly disagree. The response of teachers to item 1 in table-8 the affect of student class room ratio on internal efficiency of secondary schools) with mean value of $x=3$ that shows the response falls on moderate level of agreement.

Table 8 item 2, the effect of library with enough reference books on internal efficiency, 14(23%) responded strongly agree, 25(41%) responded agree, 2(3.27%) responded undecided, 14(23%) responded disagree and 6(9.4%) responded strongly disagree. The response of teachers on item 2 of Table 8, among the affects of availability of instructional material on internal efficiency, the affect of library with enough reference books has mean value of $x= 3.4$ that shows the response falls on moderate level of agreement.

As indicated in Table 8 item 3 above, 12(17.7%) teachers responded strongly agree, 32(52%) responded agree, 2(3.27%) responded undecided, 11(18%) responded disagree and 4(6.6%) responded strongly disagree on affects of laboratory class with chemicals and other materials on internal efficiency. The response of teachers on item 3 of table 8, among the affects of availability of instructional materials on internal efficiency, the affect of laboratory class with chemicals and other materials has mean value of $x= 3.6$ that shows the response falls on high level of agreement.

As indicated in Table 8 item 4 above, 4(6.56%) teachers responded strongly agree, 12(20%) responded agree, 15(24.59%) responded undecided, 19(31%) responded disagree and 11(18%) responded strongly disagree on affects of playing fields on internal efficiency. The response of teachers on item 4 of table 8, among the affects of availability of instructional material on internal efficiency, the affect of playing field has mean value of $x= 2.7$ that shows the response falls on moderate level of agreement.

As indicated in Table 8 item 5 above, 9(14.8%) teachers responded strongly agree, 25(41%) responded agree, 4(6.56%) responded undecided, 16(26%) responded disagree and 7(11%) responded strongly disagree on affects of ICT room and materials on Internal Efficiency. The response of teachers on item 5 of table 8, among the affects of availability of instructional materials on internal efficiency, the affect of ICT room and material has mean value of $x= 3.2$ that shows the response falls on moderate of agreement.

Generally from this analysis, sampled school observation and the interview conducted within 8 school principals we can conclude that among the availability of instructional materials that affect internal efficiency, Arsi Zone is highly affected by lack of laboratory class with chemicals and other materials, library with enough books and ICT rooms and materials respectively.

Table : Teachers Response on Effect of Educational and School Policy on Internal Efficiency

No	Items	Strongly Agree		Agree		Undecided		Disagree		Strongly disagree		Total		X	S.D
		f	%	f	%	f	%	f	%	f	%	f	%		
1	Medium of instruction	23	37.7	18	30	5	8.2	12	20	3	4.9	61	100	3.8	1.29
2	School shift system	3	4.92	7	11	6	9.9	31	51	14	23	61	100	2.2	1.09
3	Budget allocation (Block grant)	20	32.8	28	46	3	4.9	6	9.8	4	6.6	61	100	3.9	1.17
4	Education secularization (from political and religious)	13	21.3	27	44	5	8.2	11	18	5	8.2	61	100	3.5	1.25
5	Promotion policy	9	14.8	25	41	8	13.11	15	25	4	6.6	61	100	3.3	1.19
Aggregate mean														3.3	

X= Mean S.D = Standard deviation

Scale: ≤ 1.49 - very low level of agreement, 1.50-2.49 -low level of agreement, 2.50-3.49 moderate level of agreement, 3.50-4.49 – high level of agreement and ≥ 4.50 – very high level of agreement.

With regard to Table 9, teachers were asked to reflect their agreement on the extent to which Educational and school policy affect internal efficiency of the school system.

As depicted in Table 9 item 1, 23(37.7%) teachers responded strongly agree, 18(30%) responded agree, 5(8.2%) responded Undecided, 12(20%) responded disagree, 3(4.9%) responded strongly disagree. The response of teachers to item 1 of table-9, the affect of medium of instruction on

internal efficiency of secondary schools with mean value of $x=3.8$ that shows the response falls on high level of agreement.

Table 9 item 2, shows that the effect of school shift system on internal efficiency. Accordingly 3(4.92%) teachers responded strongly agree, 7(11%) responded agree, 6(9.9%) responded undecided, 31(51%) responded disagree and 14(23%) responded strongly disagree. The response of teachers on item 2 of table 9, among the affects of Educational and school policy on internal efficiency, the affect of school shift system has mean value of $x= 2.2$ that shows the response falls on low level of agreement.

As indicated in table T item 3 above, 20(32.8%) teachers responded strongly agree, 28(46%) responded agree, 3(4.9%) responded undecided, 6(9.8%) responded disagree and 4(6.6%) responded strongly disagree on affects of allocation of proper budget on Internal Efficiency. The response of teachers on item 3 of table 9 the affect of allocation of proper budget to schools on internal efficiency of school system has mean value of $x= 3.9$ that shows the response falls on high level of agreement.

As indicated in Table 9 item 4 above, 13(21.3%) teachers responded strongly agree, 27(44%) responded agree, 5(8.2%) responded undecided, 11(18%) responded disagree and 5(8.2%) responded strongly disagree on affects of secularization of school system on internal efficiency. The response of teachers on item 4 of table 9, among the affects of Education system and school policy on internal efficiency, the affect of secularization of school system has mean value of $x= 3.5$ that shows the response falls on high level of agreement.

As indicated in Table 9 item 5 above, 9(14.8%) teachers responded strongly agree, 25(41%) responded agree, 8(13.11%) responded undecided, 15(25%) responded disagree and 4(6.6%) responded strongly disagree on affects of promotion policy on internal efficiency. According to the response of teachers on item 5 of table 9, among the affects of educational system and school policy on internal efficiency, the affect of promotion policy has mean value of $x= 3.3$ that shows the response falls on moderate of agreement.

Generally from this analysis and the interview conducted within 8 selected principals we can conclude that among the Educational system and School policy that affect internal efficiency,

Arsi Zone is highly affected by shortage of school budget, medium of instruction, secularization of school system and promotion policy respectively. But all principals of selected school defend that school internal efficiency is only affected by allocation of proper budget and others factors do not concern their school.

Table : Teachers Response on Effect of School related Factors on Internal Efficiency

No	Items	Strongly Agree		Agree		Undecided		Disagree		Strongly disagree		Total		X	S.D
		f	%	f	%	f	%	f	%	f	%	f	%		
1	Teachers competence	18	29.5	28	46	2	3.28	9	15	4	6.6	61	100	3.8	1.22
2	Teachers interest to help students	18	29.5	28	46	4	6.56	7	11	4	6.6	61	100	3.8	1.18
3	Relation between teachers and students	16	26.2	28	46	4	6.56	7	11	6	9.8	61	100	3.7	1.26
4	Recreational activities at school	2	3.28	18	30	14	22.95	17	28	10	16	61	100	2.8	1.15
5	follow up of absence by student	12	19.7	33	54	10	16.39	5	8.2	1	1.6	61	100	3.8	0.9
Aggregate mean														3.6	

X= Mean S.D = Standard deviation

Scale: ≤ 1.49 - very low level of agreement, 1.50-2.49 -low level of agreement, 2.50-3.49– moderate level of agreement, 3.50-4.49 – high level of agreement and ≥ 4.50 – very high level of agreement.

With regard to Table 10, teachers were asked to reflect their agreement on the extent to which School related factors affect internal efficiency of the school system.

As stated in Table 10 item 1, 18(29.5%) teachers responded strongly agree, 28(46%) responded agree, 2(3.28%) responded undecided, 9(15%) responded disagree, 4(6.6%) responded strongly disagree. The response of teachers to item 1 in table-10, the affect of teachers ability on internal

efficiency of secondary schools with mean value of $x=3.8$ that shows the response falls on high level of agreement.

With regard to Table 10 item 2, 18(29.5%) teachers responded strongly agree, 28(46%) responded agree, 4(6.56%) responded undecided, 7(11%) responded disagree and 4(6.6%) responded strongly disagree. The response of teachers on item 2 of table 10, among the affects of school related factors on internal efficiency, the affect of teachers interest to help students has mean value of $x= 3.8$ that shows the response falls on high level of agreement.

As indicated in Table 10 item 3, 16(26.2%) teachers responded strongly agree, 28(46%) responded agree, 4(6.56%) responded undecided, 7(11%) responded disagree and 6(9.8%) responded strongly disagree on affects of Teachers interest to help students on internal efficiency. The response of teachers on item 3 of table 10 the affect of teachers interest to help students on internal efficiency of school system has mean value of $x= 3.7$ that shows the response falls on high level of agreement.

As indicated in Table 10 item 4, 2(3.28%) teachers responded strongly agree, 18(30%) responded agree, 14(22.95%) responded undecided, 17(28%) responded disagree and 10(16%) responded strongly disagree on affects of recreational activities at school on internal efficiency. The response of teachers on item 4 of table 10, among the affects of school related factors on internal efficiency, the affect of recreational activities at school has mean value of $x= 2.8$ that shows the response falls on moderate level of agreement.

As indicated in Table 10 item 5 above, 12(19.7%) teachers responded strongly agree, 33(54%) responded agree, 10(16.39%) responded undecided, 5(8.2%) responded disagree and 1(1.6%) responded strongly disagree on affects of follow up absence on internal efficiency. According to the response of teachers on item 5 of table 10, among the affects of school related factors on internal efficiency, the affect of follow up of absence students has mean value of $x= 3.8$ that shows the response falls on high of agreement.

Generally from this analysis and interview conducted with school principals we can indicates that among the School related factors that affect internal efficiency, Arsi Zone is highly affected

by teachers' ability, teachers' interest to help students, follow up of absence students, and relation between teachers and students.

Table : Teachers Response on Effect of School management system on Internal Efficiency

No	Items	Strongly Agree		Agree		Undecided		Disagree		Strongly disagree		Total		X	S.D
		f	%	f	%	f	%	f	%	f	%	f	%		
1	Poor school management system	32	52.5	14	23	5	8.2	6	9.8	4	6.6	61	100	4	1.27
2	Continuous monitoring, evaluation and feedback system	22	36.1	24	39	5	8.2	8	13	2	3.3	61	100	3.9	1.13
3	Relation between community and school	22	36.1	30	49	5	8.2	3	4.9	1	1.6	61	100	4.1	0.88
4	Person in school that help students	8	13.1	26	43	7	11.48	7	11	13	21	61	100	3.1	1.39
Aggregate mean														3.8	

X= Mean S.D = Standard deviation

Scale: ≤ 1.49 - very low level of agreement, 1.50-2.49 -low level of agreement, 2.50-3.49– moderate level of agreement, 3.50-4.49 – high level of agreement and ≥ 4.50 – very high level of agreement.

With regard to Table 11, teachers were asked to reflect their agreement on the extent to which School management system affect internal efficiency of the school system.

As indicated in Table 11 item 1, 32(52.5%) teachers responded strongly agree, 14(23%) responded agree, 5(8.2%) responded undecided, 6(9.8%) responded disagree, 4(6.6%) responded strongly disagree. The response of teachers to item 1 of table-11, the affect of poor school

management system on internal efficiency of secondary schools with mean value of $\bar{x}=4.0$ that shows the response falls on high level of agreement.

As indicated in Table 11 item 2, 22(36.1%) teachers responded strongly agree, 24(39%) responded agree, 5(8.2%) responded undecided, 8(13%) responded disagree and 2(3.3%) responded strongly disagree on effect of continuous monitoring, evaluation and feedback system. The response of teachers on item 2 of table 11, the affect of continuous monitoring, evaluation and feedback system has mean value of $\bar{x}= 3.9$ that shows the response falls on high level of agreement.

As indicated in Table 11 item 3, 22(36.1%) teachers responded strongly agree, 30(49%) responded agree, 5(8.2%) responded undecided, 3(4.9%) responded disagree and 1(1.6%) responded strongly disagree on affects of relation between community and school on internal efficiency. The response of teachers on item 3 of table 11 the affect of relation between community and school on internal efficiency of school system has mean value of $\bar{x}= 3.1$ that shows the response falls on high level of agreement.

As indicated in Table 11 item 4, 8(13.1%) teachers responded strongly agree, 26(43%) responded agree, 7(11.48%) responded undecided, 7(11%) responded disagree and 13(21%) responded strongly disagree on affects of responsible persons in schools that help students on internal efficiency. The response of teachers on item 4 of table 11, the affect of persons in school that help students has mean value of $\bar{x}= 3.1$ that shows the response falls on moderate level of agreement.

Generally from this analysis and interview conducted with school principals we can conclude that among the School management related factors that affect internal efficiency, Arsi Zone is highly affected by relation between community and School, Poor school management system, Continuous monitoring, evaluation and feedback system.

Table : Teachers Response on Effect of Student related Factors on Internal Efficiency

No	Items	Strongly Agree		Agree		Undecided		Disagree		Strongly disagree		Total		X	S.D
		f	%	f	%	f	%	f	%	f	%	f	%		
1	Under achievement	7	11.5	41	67	6	9.84	5	8.2	2	3.3	61	100	3.8	0.89
2	Students interest in learning	15	24.6	33	54	8	13.11	3	4.9	2	3.3	61	100	3.9	0.94
3	Shy student	2	3.28	11	18	9	14.75	28	46	6	9.8	56	92	2.5	1.09
4	Frustration and despair on exams	3	4.92	12	20	12	19.67	29	48	5	8.2	61	100	2.7	1.05
5	Influence of wrong friends	10	16.4	22	36	8	13.11	16	26	5	8.2	61	100	3.3	1.25
6	Too much time on TV, Internet, Play, etc	8	13.1	14	23	15	24.59	21	34	3	4.9	61	100	3	1.15
7	Desire for independence	9	14.8	32	52	8	13.11	10	16	2	3.3	61	100	3.6	1.04
8	In ability to continue	8	13.1	33	54	11	18.03	9	15	0	0	61	100	3.7	0.89
9	Frequent absenteeism	27	44.3	23	38	6	9.84	2	3.3	3	4.9	61	100	4.1	1.06
Aggregate mean														3.4	

X= Mean S.D = Standard deviation

Scale: ≤ 1.49 - very low level of agreement, 1.50-2.49 -low level of agreement, 2.50-3.49– moderate level of agreement, 3.50-4.49 – high level of agreement and ≥ 4.50 – very high level of agreement.

As indicated in Table 12 item 1, 7(11.5%) teachers responded strongly agree, 41(67%) responded agree, 6(9.8%) responded undecided, 5(8.2%) responded disagree, 2(3.3%) responded strongly disagree on effect of under achievement of students on internal efficiency. The response of teachers to item 1 of table-12, the affect of Students under achievement on internal efficiency has mean value of $x=3.8$ that shows the response falls on high level of agreement.

As indicated in Table 12 item 2, 15(2.6%) teachers responded strongly agree, 33(54%) responded agree, 8(13.11%) responded undecided, 3(4.9%) responded disagree and 2(3.3%) responded strongly disagree on effect of students interest in learning on internal efficiency. The response of teachers on item 2 of table 12, the affect of Students interest in learning has mean value of $x = 3.9$ that shows the response falls on high level of agreement.

As indicated in Table 12 item 3, 2(3.3%) teachers responded strongly agree, 11(18%) responded agree, 9(14.75%) responded undecided, 28(46%) responded disagree and 6(9.8%) responded strongly disagree on affects of shy students on internal efficiency. The response of teachers on item 3 of table 12 the affect of shy students on internal efficiency of School system has mean value of $x = 2.5$ that shows the response falls on moderate level of agreement.

As stated in Table 12 item 4, 3(4.92%) teachers responded strongly agree, 12(20%) responded agree, 12(20%) responded undecided, 29(48%) responded disagree and 5(8.2%) responded strongly disagree on affects of frustration and despair on exams of students on internal efficiency. The response of teachers on item 4 of table 12, the affect of frustration and despair on exams mean value of $x = 2.7$ that shows the response falls on moderate level of agreement.

As indicated in Table 12 item 5, 10(16.4%) teachers responded strongly agree, 22(36%) responded agree, 8(13.11%) responded undecided, 16(26%) responded disagree and 5(8.2%) responded strongly disagree on affects of wrong friends on internal efficiency. The response of teachers on item 5 of table 12, the affect of wrong friends has mean value of $x = 3.3$ that shows the response falls on moderate level of agreement.

As indicated in Table 12 item 6, 8(13.11%) teachers responded strongly agree, 14(23%) responded agree, 15(24.5%) responded undecided, 21(34%) responded disagree and 3(4.9%) responded strongly disagree on affects of too much time on TV, Internet, play, etc on internal efficiency. The response of teachers on item 6 of table 12, the affect of too much time on TV, internet, play, etc has mean value of $x = 3.3$ that shows the response falls on moderate level of agreement.

As indicated in Table 12 item 7, 9(14.8%) teachers responded strongly agree, 32(52%) responded agree, 8(13.11%) responded undecided, 10(16%) responded disagree and 2(3.3%)

responded strongly disagree on affects of desire for independence on internal efficiency. The response of teachers on item 7 of table 12, the affect of desire for independence has mean value of $x = 3.6$ that shows the response falls on moderate level of agreement.

As indicated in Table 12 item 8, 8(13.11%) teachers responded strongly agree, 33(54%) responded agree, 11(18.03%) responded undecided and 9(15%) responded disagree on affects of in ability to continue on internal efficiency. The response of teachers on item 8 of table 12, the affect of in ability to continue has mean value of $x = 3.7$ that shows the response falls on high level of agreement.

As indicated in Table 12 item 9, 27(44.3%) teachers responded strongly agree, 23(38%) responded agree, 6(9.8%) responded undecided, 2(3.3%) responded disagree and 3(4.9%) responded strongly disagree on affects of frequent absenteeism on internal efficiency. The response of teachers on item 9 of table 12, the affect of frequent absenteeism has mean value of $x = 4.1$ that shows the response falls on high level of agreement.

Generally from this analysis and interview conducted with school principals we can conclude that among the student related factors that affect internal efficiency, Arsi Zone is highly affected by frequent absenteeism, students interest in learning, students under achievement, students' ability to continue, students desire for independence, influence of wrong students and students those too much on TV, internet, play, etc.

Table : Teachers Response on Effect of Teachers related Factors on Internal Efficiency

No	Items	Strongly Agree		Agree		Undecided		Disagree		Strongly disagree		Total		X	S.D
		f	%	f	%	f	%	f	%	f	%	f	%		
1	Low academic level	14	23	16	26	6	9.8	24	39	1	1.6	61	100	3.3	1.26
2	Teachers has little experience	6	9.84	30	49	9	14.7	12	20	4	6.6	61	100	3.4	1.11
3	Uses Violence	5	8.2	12	20	5	8.2	24	39	15	25	61	100	2.5	1.29
Aggregate mean														3.1	

X= Mean S.D = Standard deviation

Scale: ≤ 1.49 - very low level of agreement, 1.50-2.49 -low level of agreement, 2.50-3.49– moderate level of agreement, 3.50-4.49 – high level of agreement and ≥ 4.50 – very high level of agreement.

As indicated in Table 13 item 1, 14(23%) teachers responded strongly agree, 16(26%) responded agree, 6(9.8%) responded undecided, 24(39%) responded disagree, 1(1.6%) responded strongly disagree on under achievement of low academic level of teachers factor on internal efficiency. The response of teachers to item 1 in table-13, the affect of teachers academic level on internal efficiency has mean value of $x=3.3$ that shows the response falls on moderate level of agreement.

As indicated in Table 13 item 2, 6(9.8%) teachers responded strongly agree, 30(49%) responded agree, 9(14.7%) responded undecided, 12(20%) responded disagree and 4(6.6%) responded strongly disagree on effect of teachers experience on internal efficiency. The response of teachers on item 2 of table 13, the affect of teachers ability has mean value of $x= 3.3$ that shows the response falls on moderate level of agreement.

As indicated in Table 13 item 3, 5(8.2%) teachers responded strongly agree, 12(20%) responded agree, 5(8.2%) responded undecided, 24(39%) responded disagree and 15(25%) responded strongly disagree on affects of uses of violence on internal efficiency. The response of teachers on item 3 of table 13 the affect of uses violence on internal efficiency of School system has mean value of $x= 2.5$ that shows the response falls on moderate level of agreement.

Generally from this analysis, document analysis and interview conducted with school principals we can conclude that among the teachers related factors that affect internal efficiency, Arsi Zone is highly affected by teachers experience and low academic level.

Table : Teachers response on effect of Socio Economic factors on Internal Efficiency

No	Items	Strongly Agree		Agree		Undecided		Disagree		Strongly disagree		Total		X	S.D
		f	%	f	%	f	%	f	%	f	%	f	%		
1	Students work to help family	19	31.1	38	62	1	1.6	3	4.9	0	0	61	100	4.2	0.7
2	Distance from school	5	8.2	14	23	4	6.6	29	48	9	15	61	100	2.6	1.23
3	Near place for leisure activities	4	6.6	14	23	3	4.9	27	44	13	21	61	100	2.5	1.25
4	Early marriage	4	6.6	11	18	1	1.6	20	33	25	41	61	100	2.2	1.32
Aggregate mean														2.9	

X= Mean S.D = Standard deviation

Scale: ≤ 1.49 - very low level of agreement, 1.50-2.49 -low level of agreement, 2.50-3.49 moderate level of agreement, 3.50-4.49 – high level of agreement and ≥ 4.50 – very high level of agreement.

As indicated in Table 14 item 1, 19(31.1%) teachers responded strongly agree, 38(62%) responded agree, 1(1.6%) responded undecided and 3(4.9%) responded disagree. The response of teachers to item 1 of table-14, the affect of students work to help family on internal efficiency has mean value of $x=4.2$ that shows the response falls on high level of agreement.

As indicated in Table 14 item 2, 5(8.2%) teachers responded strongly agree, 14(23%) responded agree, 4(6.6%) responded undecided, 29(48%) responded disagree and 9(15%) responded strongly disagree on effect of school distance from students on internal efficiency. The response of teachers on item 2 of table 14, the affect of distance from school has mean value of $x= 2.6$ that shows the response falls on moderate level of agreement.

As indicated in Table 14 item 3, 4(6.6%) teachers responded strongly agree, 14(23%) responded agree, 3(4.9%) responded undecided, 27(44%) responded disagree and 13(21%) responded strongly disagree on affects of near place for leisure activities on internal efficiency. The response of teachers on item 3 of table 14 the affect of near place for leisure activities on internal efficiency of School system has mean value of $x = 2.5$ that shows the response falls on moderate level of agreement.

As indicated in Table 14 item 4, 4(6.6%) teachers responded strongly agree, 11(18%) responded agree, 1(1.6%) responded undecided, 20(33%) responded disagree and 25(41%) responded strongly disagree on affects of early marriage on internal efficiency. The response of teachers on item 4 of table 14, the affect of early marriage has mean value of $x = 2.2$ that shows the response falls on low level of agreement.

Generally from this analysis, interview conducted with school principals and document analysis we can conclude that, unlike other researches, conducted by other researchers like Koang Yang (2014) and Kampicha Boru (2013) among the Socio economic related factors that affect internal efficiency, Arsi Zone is not affected by early marriage, near place for leisure activities and distance from school.

Table : Students Responses on Factors that affect Internal Efficiency of School System

No	Items	Strongly Agree		Agree		Undecided		Disagree		Strongly disagree		Total		X	S.D
		f	%	f	%	f	%	f	%	f	%	f	%		
1	Economic condition (Poverty at home)	9	56.3	7	43.8	-	-	-	-	-	-	16	100	4.6	0.51
2	School physical resources and facilities	11	68.8	3	18.8	2	12.5	0	0	0	0	16	100	4.6	0.73
3	Difficulty in instructional language and improving learning capacity by repeating the class	7	43.8	9	56.3	-	-	-	-	-	-	16	100	4.4	0.51
4	Strict school rules	5	31.3	6	37.5	5	31.3	-	-	-	-	16	100	3.7	1.25
5	Teacher's characteristics	2	12.5	7	43.8	2	12.5	5	31.3	-	-	16	100	3.4	1.09
6	Parents attitude toward education	-	-	9	56.3	1	6.3	6	37.5	-	-	16	100	3.2	0.98
7	Effect of friends	-	-	7	43.8	-	-	9	56.3	-	-	16	100	2.9	1.02
8	Variations in sex and student's over age group	1	6.3	5	31.3	2	12.5	6	37.5	2	12.5	16	100	2.8	1.22
9	Opportunity cost of child labor and household work	2	12.5	2	12.5	3	18.8	8	50	1	6.3	16	100	2.8	1.18
10	Early marriage	-	-	2	12.5	1	6.3	11	68.8	2	12.5	16	100	2.2	0.83
11	Illness	-	-	2	12.5	-	-	10	62.5	4	25	16	100	2	0.89

X= Mean S.D = Standard deviation

Scale: ≤ 1.49 - very low level of agreement, 1.50-2.49 -low level of agreement, 2.50-3.49– moderate level of agreement, 3.50-4.49 – high level of agreement and ≥ 4.50 – very high level of agreement.

With regard to Table 15, Students were asked to reflect their agreement on the factors which affect internal efficiency of the school system. The list of factors was organized from the

literature review. Moreover students were invited to rate them and level each factors seriously, based on their knowledge on each factors.

As indicated in Table 15 item 1, 9(23%) of students responded strongly agree and the rest 7(43.8%) responded agree on economic condition (poverty home) that affect internal efficiency of School system and the response of the students has mean value of $x=4.6$ that shows the response falls on very high level of agreement.

As indicated in Table 15 item 2, majority of respondents 11(68.8%) students responded strongly agree, 3(18%) responded agree and 12(12.5%) responded undecided on effect of school physical resources and facilities on internal efficiency. The response of students on item 2 of table 15, the affect of School physical resources and facilities has mean value of $x= 4.6$ that shows the response falls on very high level of agreement.

As indicated in Table 15 item 3, 7(43.8%) students responded strongly agree and the rest 9(56.3%) responded agree on affects of difficulty in instructional language and improving learning capacity by repeating the class on internal efficiency. The response of teachers on item 3 of table 13 has mean value of $x= 4.4$ that shows the response falls on high level of agreement.

As indicated in Table 15 item 4, 5(31.3%) students responded strongly agree, 6(37.5%) responded agree and 5(31.3%) responded undecided on effect of strict school rule on internal efficiency. The response of students on item 4 of table 15, has mean value of $x= 3.7$ that shows the response falls on very high level of agreement.

As indicated in Table 15 item 5, 2(12.5%) students responded strongly agree, 7(43.8%) responded agree, 2(12.5%) responded undecided and 5(31.5%) responded disagree on affects of teachers characteristics on internal efficiency. The response of students on item 5 of table 15 has mean value of $x= 3.4$ that shows the response falls on moderate level of agreement.

As indicated in Table 15 item 6, majority of respondents 9(56.3%) students responded agree, 1(6.3%) responded undecided and the rest 6(50%) responded disagree on affects of parents attitude toward education on internal efficiency. The response of students on item 6 of table 15 has mean value of $x= 3.2$ that shows the response falls on moderate level of agreement.

As indicated in Table 15 item 7, majority of respondents 9(56.3%) students responded disagree and the rest 7(43.8%) responded agree on affects of friends on internal efficiency. The response of students on item 7 of table 15 has mean value of $x= 2.9$ that shows the response falls on moderate level of agreement.

As indicated in Table 15 item 8, 1(6.3%) students responded strongly agree, 5(31.3%) responded agree, 2(12.5%) responded undecided, 6(37.5%) responded disagree and 2(12.5%) responded strongly disagree on effect of variations in sex and student's over age group on internal efficiency. The response of teachers to item 8 of table-15 has mean value of $x=2.8$ that shows the response falls on moderate level of agreement.

As indicated in Table 15 item 9, 2(12.5%) students responded strongly agree, 2(12.5%) responded agree, 3(18.8%) responded undecided, 8(50%) responded disagree and 1(6.3%) responded strongly disagree on effect of opportunity cost of child labor and household work on internal efficiency. The response of teachers to item 9 of table-15 has mean value of $x=2.8$ that shows the response falls on moderate level of agreement.

As indicated in Table 15 item 10, 2(12.5%) students responded agree, 1(6.3%) responded undecided, 11(68.8%) responded disagree and 2(12.5%) responded strongly disagree on effect of early marriage on internal efficiency. The response of teachers to item 10 of table-15 has mean value of $x=2.2$ that shows the response falls on low level of agreement.

As indicated in Table 15 item 11, 2(12.5%) students responded agree, 11(68.8%) responded disagree and 2(12.5%) responded strongly disagree on effect of illness on internal efficiency. The response of teachers to item 11 of table-15 has mean value of $x=2$ that shows the response falls on low level of agreement.

Generally from this analysis, questionnaires answered by teachers and interview conducted with school principals we can conclude that among factors that affect internal efficiency, Arsi Zone is highly effected by economic condition (poverty at home), school physical resources and facilities, difficulty in instructional language and improving learning capacity by repeating the class, strict school rules, teachers characteristics and parents attitude toward education.

4.4. Teachers Attitudes to Internal Efficiency

Table : Teachers Response on Attitudes towards Internal Efficiency

No	Items	Strongly Agree		Agree		Undecided		Disagree		Strongly disagree		Total		X	S.D
		f	%	f	%	f	%	f	%	f	%	f	%		
1	High Dropout indicates high wastage in education system	25	40.9	27	44	5	8.2	4	6.6	0	0	61	100	4.03	0.87
2	High repetition rate indicates inefficient school	16	26.2	34	56	7	11.5	4	6.6	0	0	61	100	3.92	0.81
3	High dropout rate indicates inefficient school	18	29.5	30	49	5	8.2	6	9.8	2	3.3	61	100	3.85	1.02
4	Enhancing dropout is the task of teachers	12	19.7	18	30	5	8.2	21	34.4	5	8.2	61	100	3.13	1.3
5	High Promotion rate is the result of efficient school	33	54.1	19	31	1	1.64	8	13.1	-	-	61	100	4.13	1.02
6	High completion rate is the result of efficient school	38	62.3	15	25	1	1.64	7	11.5	-	-	61	100	4.23	0.99
7	Repeating grade is result of inefficient teacher	11	18.0	25	41	2	3.28	19	31.1	4	6.6	61	100	3.23	1.28
8	Enhancing repetition in schools is the task of teachers	8	13.1	20	33	5	8.2	23	37.7	5	8.2	61	100	2.93	1.31
9	Poor school management leads to high dropout and repetition	33	54.1	18	30	2	3.3	5	8.2	3	4.9	61	100	4.11	1.08

X= Mean S.D = Standard deviation

Scale: ≤ 1.49 - very low level of agreement, 1.50-2.49 -low level of agreement, 2.50-3.49– moderate level of agreement, 3.50-4.49 – high level of agreement and ≥ 4.50 – very high level of agreement.

With regard to Table 16, teachers were asked to reflect their agreement on their attitudes toward Efficiency of School system.

As stated in Table 16 item 1, 25(40.9%) teachers responded strongly agree, 27(44%) responded agree, 5(8.2%) responded undecided and 4(6.6%) responded disagree on indicators that high dropout indicates high wastage in Education system. The response of teachers to item 1 of table-16, has mean value of $x=4.03$ that shows the response falls on high level of agreement.

As indicated in Table 16 item 2, 16(26.2%) teachers responded strongly agree, 34(56%) responded agree, 7(11.4%) responded undecided and 4(6.6%) responded disagree on teachers attitudes that high repetition rate indicates in efficient school system. The response of teachers on item 2 of table 14, has mean value of $x= 3.92$ that shows the response falls on high level of agreement.

As indicated in Table 16 item 3, 18(29.5%) teachers responded strongly agree, 30(49%) responded agree, 5(8.2%) responded undecided, 6(9.8%) responded disagree and 2(3.3%) responded strongly disagree on attitude that high dropout rate indicates in efficient school. The response of teachers on item 3 of table 16 has mean value of $x= 3.85$ that shows the response falls on high level of agreement.

As indicated in Table 16 item 4, 12(9.7%) teachers responded strongly agree, 18(30%) responded agree, 5(8.2%) responded undecided, 21(34.4%) responded disagree and 5(8.2%) responded strongly disagree on attitudes towards enhancing dropout is task of teachers. The response of teachers on item 4 of table 16, has mean value of $x= 3.13$ that shows the response falls on moderate level of agreement.

As indicated in Table 16 item 5, 33(54.1%) teachers responded strongly agree, 19(31%) responded agree, 1(1.64%) responded undecided and 8(13.14%) responded disagree on attitudes towards high promotion rate is the result of efficient school. The response of teachers on item 5 of table 16, has mean value of $x= 4.13$ that shows the response falls on high level of agreement.

As indicated in Table 16 item 6, 38(62.3%) teachers responded strongly agree, 15(25%) responded agree, 1(1.64%) responded undecided and 7(11.5%) responded disagree on attitudes

towards high completion rate is the result of efficient school. The response of teachers on item 6 of table 16, has mean value of $x = 4.23$ that shows the response falls on high level of agreement.

As indicated in Table 16 item 7, 11(18%) teachers responded strongly agree, 25(41%) responded agree, 2(3.3%) responded undecided, 19(31.1%) responded disagree and 4(6.6%) responded strongly disagree on towards repeating grade is the result of inefficient teachers. The response of teachers on item 7 of table 16, has mean value of $x = 3.23$ that shows the response falls on moderate level of agreement.

As indicated in Table 16 item 8, 8(13.1%) teachers responded strongly agree, 20(33%) responded agree, 5(8.2%) responded undecided, 23(37.7%) responded disagree and 5(8.2%) responded strongly disagree on towards enhancing repetition in school is task of teachers. The response of teachers on item 8 of table 16, has mean value of $x = 2.93$ that shows the response falls on moderate level of agreement.

As indicated in Table 16 item 9, 33(54.1%) teachers responded strongly agree, 18(30%) responded agree, 2(3.3%) responded undecided, 5(8.2%) responded disagree and 3(4.9%) responded strongly disagree on towards poor school management leads to high dropout and repetition. The response of teachers on item 9 of table 16, has mean value of $x = 4.11$ that shows the response falls on high level of agreement.

Generally Table 16, show that majority of the teachers have apperception that, the factors like high repetition rate indicate inefficiency, high dropout indicates high wastage in education, high dropout rate indicates inefficient schools, repeat grades a result of inefficient teacher, poor management leads to high repetition, high promotion rate is the result of inefficient school and enhancing dropout is the task of a teacher that were rated as moderate with minimum mean value of 2.93(indicated moderate) and maximum mean value of 4.23(indicated high). Therefore, this indicates that the majority of items (seven out of nine) were found to be high factors that caused repetition and dropout in the sampled schools.

4.5. Mechanisms to Enhance Internal Efficiency

Table : Teachers Response on Mechanisms to Enhance Internal Efficiency

No	Mechanisms to enhance Internal Efficiency	Strongly Agree		Agree		Undecided		Disagree		Strongly disagree		Total		X	S.D
		f	%	f	%	f	%	f	%	f	%	f	%		
1	Allocating proper budget (Block grant)	30	49.18	23	38	1	1.64	7	11.5	-	-	61	100	4.2	0.96
2	Increasing number and quality of teachers	21	34.43	24	39	2	3.3	14	23	-	-	61	100	3.9	1.14
3	Make educational materials more available.	39	63.4	15	25	4	6.6	2	3.3	1	1.6	61	100	4.5	0.89
4	Make better school facilities and make school more flexible	33	54.1	17	28	4	6.6	3	4.9	4	6.6	61	100	4.2	1.18
5	Enhancing teaching method	19	31.2	22	36	5	8.2	13	21.3	2	3.3	61	100	3.7	1.22
6	Raising awareness of parents toward education	27	44.3	28	46	2	3.3	3	4.9	1	1.6	61	100	4.3	0.87
7	Strength community involvement in schooling	28	46	24	39	4	6.6	5	8.2	-	-	61	100	4.2	0.9
8	Strength educational management and management information system	27	44.3	26	43	7	11.5	1	1.6	-	-	61	100	4.3	0.74
9	Enhancing access to schooling	13	21.3	28	46	5	8.2	10	16.4	5	8.2	61	100	3.6	1.23

X= Mean S.D = Standard deviation

Scale: ≤ 1.49 - very low level of agreement, 1.50-2.49 -low level of agreement, 2.50-3.49– moderate level of agreement, 3.50-4.49 – high level of agreement and ≥ 4.50 – very high level of agreement.

With regard to Table 17, teachers were asked to reflect their agreement on mechanisms to enhance internal efficiency of school system.

As stated in Table 17 item 1, 30(49.18%) teachers responded strongly agree, 23(38%) responded agree, 1(1.64%) responded undecided and 7(11.5%) responded disagree on allocating proper budget to enhance internal efficiency. The response of teachers to item 1 of table-17, has mean value of $x=4.2$ that shows the response falls on high level of agreement.

As indicated in Table 17 item 2, 21(34.4%) teachers responded strongly agree, 24(39%) responded agree, 2(3.3%) responded undecided and 14(23%) responded disagree on increasing number and quality of teachers to enhance internal efficiency of school system. The response of teachers on item 2 of table 17, has mean value of $x= 3.9$ that shows the response falls on high level of agreement.

As indicated in Table 17 item 3, 39(63.4%) teachers responded strongly agree, 15(25%) responded agree, 4(6.6%) responded undecided, 2(3.3%) responded disagree and 1(1.6%) responded strongly disagree on making educational materials more available such as text books, reference books, ICT rooms and materials, laboratory materials, Pedagogical center with sufficient materials, etc to enhance internal efficiency. The response of teachers on item 3 of table 14 has mean value of $x= 4.5$ that shows the response falls on very high level of agreement.

As indicated in Table 17 item 4, 33(54.1%) teachers responded strongly agree, 17(28%) responded agree, 4(6.6%) responded undecided, 3(4.9%) responded disagree and 4(6.6%) responded strongly disagree on making better school facilities and make school more flexible to enhance internal efficiency. The response of teachers on item 4 of table 17, has mean value of $x= 4.2$ that shows the response falls on high level of agreement

As indicated in Table 17 item 5, 19(31.2%) teachers responded strongly agree, 22(36%) responded agree, 5(8.2%) responded undecided, 13(21.3%) responded disagree and 2(3.3%) responded strongly disagree on enhancing teaching method to improve internal efficiency. The response of teachers on item 5 of table 17, has mean value of $x= 3.7$ that shows the response falls on high level of agreement.

As indicated in Table 17 item 6, 27(44.3%) respondents responded strongly agree, 28(46%) responded agree, 2(3.3%) responded undecided, 3(4.9%) responded disagree and 1(1.6%) responded strongly disagree on raising awareness of parents toward education to improve internal efficiency. The response of teachers on item 6 of table 17, has mean value of $x = 4.3$ that shows the response falls on high level of agreement.

As indicated in Table 17 item 7, 28(46%) respondents responded strongly agree, 24(39%) responded agree, 4(6.6%) responded undecided and 5(8.2%) responded disagree on strength community involvement in schooling to improve internal efficiency. The response of teachers on item 7 of table 17, has mean value of $x = 4.2$ that shows the response falls on high level of agreement.

As indicated in Table 17 item 8, 27(44.3%) respondents responded strongly agree, 26(43%) responded agree, 7(11.5%) responded undecided and 1(1.6%) responded disagree on strength educational management and management information system to improve internal efficiency. The response of teachers on item 8 of table 17, has mean value of $x = 4.3$ that shows the response falls on high level of agreement.

As indicated in Table 17 item 9, 13(21.3%) respondents responded strongly agree, 28(46%) responded agree, 5(8.2%) responded undecided, 10(16.4%) responded disagree and 5(8.2%) responded strongly disagree on enhancing access to education is mechanism to improve internal efficiency. The response of teachers on item 9 of table 17, has mean value of $x = 3.6$ that shows the response falls on high level of agreement.

As indicated on Table 17, making educational materials more available, raising awareness of parents toward education, strengthen educational management and management information system, allocating proper budget, strength community involvement in schooling, increasing number and quality of teachers, enhancing access to schooling were rated with minimum mean value of 3.6 and maximum mean value of 4.5. The data obtained from questionnaire all items were slightly exercised in the sample schools, revealed that sampled schools were working to reduce student dropout and repetition in their respective schools.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECCOMENDATIONS

This final part of the thesis deals with the summary of the findings of the study, the conclusions and the recommendations forwarded on the basis of findings.

5.1 Summary of Findings

The main objective of this study was to assess the internal efficiency of the secondary schools in Arsi Zone Oromia Regional State. To achieve this aim, the following research questions were raised:

1. What does the trend of internal efficiency look like in Arsi Zone of Oromia Regional State?
2. What are the major factors affecting the internal efficiency of secondary schools in the Zone?
3. To what extent are the teachers aware of impact of the internal efficiency?
4. What measures have been taken to enhance schools internal efficiency in the Zone?

To achieve this objective, the sampling technique used was simple random sampling technique. The study was conducted in 8 secondary schools of Arsi Zone selected by simple random sampling techniques. 64 sample teachers were selected using simple random sampling techniques and 16 students council were selected using purposive sampling technique. In addition, the interview was conducted with 8 Principals selected by using available sampling technique. Data were obtained from the sample respondents through questionnaire, interview, observation and document analysis. In doing this, the necessary information was gathered mainly through questionnaires filled by teachers and student councils. The data obtained were analyzed using various statistical tools: frequency, percentages, mean and standard deviation. According to the result of data analysis, the following major findings were identified.

Background of Respondents

All principals 8(100%), majority of teachers 49(80.3%) and 8(50%) of students are male and the rest 12(19.7%) teachers and 8(50%) of students are females.

Majority of respondents 48(78.68%) of teachers and 5(62.5%) of principals were Degree holders, and 7(11.47%) of teachers are Diploma holders, all the rests 6(9.83%) of teachers and 3(37.5%) of principals are second degree holders.

With regard to respondents work experience the majority of teacher 19(31.4%) were fall in the range 6-10 year and principals 4(50%) serves for 6-10 years and the rest 1(12.5%), 2(25%) and 1(12.5) service for 3-5, 11-16 and 16 and above years respectively.

Majority of school principals 5(62.5%) were studied non Educational Planning and Management field of study and the rest 3(37.5%) are Educational Planning and Management graduates.

Regarding to students grade majority of them 10(62.5%) are grade 10th students while the rest 6(37.5%) are grade 9th.

Trends of Internal Efficiency in Arsi Zone and Selected schools

1. The Zonal trend of secondary school dropout rate indicated regular variation from years to years. The trend of dropout rate at 2012/2013 academic year was higher than other years.
2. Zonal trends of repetition rate shows the increased and decreased trends. Repetition rate increased by 1.5% (between 2011/12 and 2012/12 and decreases by 3.7% between 2012/13 to 2014/15.
3. In majority of sampled schools without Kula and Ticho Secondary Schools dropout rate is increased in all academic years (2011/2012 to 201/2015). High dropout rate (18.25%) was seen in Digalu secondary School and the lower dropout rate (5.7%) seen Kulumsa secondary school in 2011/2012 academic year.
4. Two out of eight sample schools Boru jawi and Digalu recorded increasing trend of repetition rate during the four academic years (2011/2012-2014/15) and Six out of eight schools

namely Kula, Ticho, Kulumsa, Siltana, Negele and Bolo were record an increasing-decreasing trend between 2011/12 and 2014/15.

5. The Zonal trends of secondary education with regard to survival rate to grade 11 for four consecutive years (from 2011/12 to 2014/15), shows that the pattern of inconsistency record. That is, the trend were decreasing by 5.7% from (34.7 to 29) between (2012/13 and 2014/15) and increased by 12.2% from (22.5 to 34.7) between (2011/12 to 2012/13).

Regarding the second basic question, factors that affect Internal Efficiency of secondary schools in Arsi Zone Oromia Regional State and depending on the results of the finding are summarized as follows:

6. Among the availability physical facilities that affect internal efficiency, safety and attractive school environment and well furnished class rooms are major factors, with mean value 3.8 and 3.6 that affect internal efficiency. Classrooms overcrowded water and other hygiene factors and having Separate latrine for boys, girls and teachers are moderate factors that affect internal efficiency of School system in Arsi Zone Oromia Regional State.
7. Based on principals, teachers and students respondents response among the availability of instructional materials, laboratory class with chemicals and other materials is major factor that affect internal efficiency with mean value 3.6 and other factors like library with enough books and ICT rooms and materials, ICT room and material (Computers, manuals, software's, etc, student text ratio and playing fields are moderate factors that affect internal efficiency of secondary education in Arsi Zone.
8. Among the Educational system and school policy that affect internal efficiency, in Arsi Zone, allocation of budget, medium of instruction and secularization of school system are major factors with mean value 3.9,3.8 and 3.5 respectively and promotion policy and school shift system are moderate and low factors respectively.
9. Among the school related factors that affect internal efficiency, in Arsi Zone, teachers' ability, teachers interest to help students, follow up of absence students, and relation between teachers and students are major factor with mean value 3.8, 3.8, 3.8 and 3.7 respectively and recreational activities at school is minor factor.

10. Among the school management related factors that affect internal efficiency, relation between community and school, poor school management system, continuous monitoring, evaluation and feedback system are major factors with mean value 4.1, 4 and 3.9 respectively.
11. Principals, teachers and students have perception among the student related factors that affect internal efficiency, frequent absenteeism, Students interest in learning, students under achievement, students' ability to continue, students desire for independence, influence of wrong students and students those too much on TV, Internet, play, etc are major factors with mean value 4.1, 3.9, 3.8, 3.7 and 3.6 respectively.
12. Among the teachers' related factors that affect internal efficiency, Arsi Zone is highly affected by teachers experience and low academic level.
13. Among the socio economic related factors that affect internal efficiency, Arsi Zone is not affected by early marriage, near place for leisure activities and distance from school. But highly affected by students work to help family with mean value 4.2.

Regarding the third basic question, awareness level and attitudes of teachers on internal efficiency and depending on the results of the finding are summarized as follows:

14. Majority of the teachers have apperception that, the factors like high repetition rate indicate inefficiency, high dropout indicates high wastage in education, high dropout rate indicates inefficient schools, repeating grade is a result of inefficient teacher, poor management leads to high repetition and high promotion rate is the result of efficient school were rated as high level of agreement and enhancing dropout is the task of a teacher, repeating grade is result of in efficient teacher and enhancing repetition in school is task of teachers were rated as moderate. Therefore, this indicates that the majority of items (six out of nine) were found to be high factors that caused repetition and dropout in the sampled schools.

Regarding the forth basic question, mechanisms to enhance internal efficiency and depending on the results of the finding are summarized as follows:

15. Making educational materials more available, raising awareness of parents toward education, strengthen educational management and management information system, allocating proper budget, strength community involvement in schooling, increasing number and quality of

teachers and enhancing access to schooling were major mechanisms to enhance internal efficiency respectively.

5.2. Conclusion

Based on the findings the following conclusions were drawn.

Majority of teachers and principals have less than second degree qualification, this is lower advantage in handling school internal efficiency problem. Majority of school principals were studied subjective areas that have no relation with school leadership. Thus, they lack the necessary knowledge to effectively manage schools and handle internal efficiency of school.

The trend of dropout, repetition and survival rate at Zone and sampled secondary schools were highly characterized by ups and downs that could be major problem to Zonal and Woreda education offices, which indicated that, there is more need for government effort to achieve target set on GTP and needs for responsible experts who are highly experiences to design other intervention strategies manage these problems.

The finding of the study shows that in Arsi Zone Oromia Regional state internal efficiency of school system is influenced by school management related factors such as relation between community and school, poor school management system and continuous monitoring, evaluation and feedback system, school related factors like teachers ability to teach properly, low teachers interest to help students, lack of follow up of absence students and relation between teachers and students, student related factors such as students frequent absenteeism, lack of students interest in learning, students under achievement and desire for independency, Educational and school policy factors like medium of instruction, shortage of budget to implement teaching and learning process properly, availability of physical facilities factors lack of safety and attractive school and lack of well furnished class room, instructional material related factors like laboratory class with chemicals and other materials and socio economic related factors like students work to help family.

The finding of the study also shows that teachers have apperception on factors like high repetition rate indicate inefficiency, high dropout indicates high wastage in education, high

dropout rate indicates inefficient schools, repeating grade is result of inefficient teacher, poor management leads to high repetition, high promotion rate is the result of efficient school and enhancing dropout is the task of a teacher.

Although many mechanisms have been carried out to enhance internal efficiency the practices in sample schools revealed, that they were working to reduce student dropout and repetition try to associate the upper phrase with the next from the expectation and other stakeholder.

5.3. Recommendations

Based on the findings and conclusions the following recommendations are forwarded.

1. As the finding revealed, secondary school principals seem to lack adequate skills which enable them to lead the school properly. It is advised that, Zonal and Woreda Education offices in collaboration with Arsi University need to identify the skill gap and give sustainable training that can enhance school principals' capacity.
2. It is advisable that school principals and Woreda education office need to strengthen the relation between schools and community, follow up of absence students, making schools environment safety and attractive, creating well furnished class rooms and use the scarce resources of the school economically and selectively for the prioritized activities that use to improve internal efficiency of school System. Moreover, Woreda Administration and Woreda Education offices need to discuss on the budget allocation of secondary schools and should allocate the block grant budgets properly as it is clearly addressed in the blue print of MoE (2002). It is also advisable that school principals in collaboration with woreda Education office promote stakeholders support through awareness creation and also better to search different mechanisms such as, preparing panel discussions, preparing exhibition and sport festival in the school, conducting education conferences that enable parents and community to develop willingness toward supporting schools.
3. It is advisable that Zone and Woreda education offices need to work on English subject at primary school level. Because since students learnt by local language and took the English subject as single subject at primary level and they faced difficulty in secondary school.

Therefore it is advisable to work on English subject at primary school to improve internal efficiency of secondary school.

4. It is advisable that school leaders, Zone and Woreda education need to encourage teachers and schools internal supervisors to follow up absence students, create awareness for students on students learning, creating good relationship between teachers and students, conducting tutorial and makeup class for under achievements and desire for independence students.
5. Zone and Woreda Education experts are also advised to support the schools on issues that help to create school system internally efficient and make sure continues monitoring, evaluation and feedback system beginning from internal school supervisors to Zonal level.
6. The data indicated that the trend of repetition and dropout rates were high in all sampled schools. Thus, in order to decrease these problems, teachers need to support their students by arranging a tutorial class, they need to have intervention to minimize students problem related to economy (poverty at home) and get professional advice to continue their education.
7. It is advisable that school principals, Zone and Woreda education to work on making educational materials more available, raising awareness of parents toward education, strengthen educational management and management information system, allocating proper budget, strength community involvement in schooling, increasing number and quality of teachers and enhancing access to schooling to make secondary education of Arsi Zone internally efficient.

Finally, the researcher recommends a more detailed and comprehensive study in the area to strengthen the result of the findings.

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APPENDICES

APPENDIX –A

Adama Science and Technology University

School of Educational Science and Technology Teacher education

Questionnaire to be filled by Teachers

Dear Teachers

The purpose of this questionnaire is to collect information that will help investigating factors related to dropout and repetition of student in selected secondary schools. The information you are supplying will be useful to identify major factors affecting school repetition and dropout rates that help to provide possible solutions for educational wastage and increase internal efficiency. Your participation in completing the questionnaire is extremely useful. Therefore, you are kindly requested to complete the questionnaire honestly and responsibly. And, the study is purely academic so that all the information will be kept confidential.

General Direction

- You do not need to write your name.
- Put a tick (X) mark in boxes that represent your responses.
- Provide additional opinions, if any, on the space provided.
- Please follow instructions provided for each part.

Thank you in advance

Part I. Background Information

1.1. Name of the school _____

1.2. Woreda _____

1.3. Sex: Male ☐ Female ☐

1.4. Your Current Highest Educational Level: 10+3 / 12+2 Diploma ☐ BA/BSc/Bed ☐ MA/Msc

☐ Other if any, _____

1.5. Teacher's Work Experience:

Below 3 years ☐ 3 – 5 years ☐ 6 -10 years ☐ 11-15 ☐ 16 years and above

Part II Questions to be answered

The definitions of some technical terms those are essential to respond to the questions are given below.

Internal efficiency: Refers to the measurement of performance of the education system which shows students are either successfully completing or detained at certain grade level.

Repetition: Refers to the proportion of students who have remained in the same grade over one year and used additional resource for the grade. The resource is in the form of teacher salary, school materials etc.

Dropouts: Leaving a school before completion of agreed stage of education or some intermediate or non-terminal point in Level of education.

Part III. Rate the following factors that favor students to drop out and repetition in your school. Based on your judgment put the degree of contribution of each factor by putting “X” mark in a column you select.

Key:- Strongly Agree; A = Agree U = Undecided D = Disagree SD =Strongly Disagree

SN	Factors influencing internal efficiency	SA (5)	A (4)	U (3)	D (2)	SD (1)
3.1	<i>Availability of physical facilities factors</i>					
3.1.1	Classrooms overcrowd					
3.1.2	separate latrine for boys, girls and teachers					
3.1.3	Water and other hygiene					
3.1.4	Well furnished class room(desk, chairs, chalk board, etc)					
3.1.5	Safety and attractive School environment					
3.2	<i>Instructional material factors</i>					
3.2.1	Student text ratio					
3.2.2	Library with enough reference books					
3.2.3	laboratory class with chemicals and other materials					
3.2.4	Playing fields (football, handball, Volleyball, table tennis, etc					
3.2.5	ICT room and material (Computers, manuals, software's, etc					

SN	Factors influencing internal efficiency	SA (5)	A (4)	U (3)	D (2)	SD (1)
3.3	<i>Education policy related factors</i>					
3.3.1	Medium of instruction					
3.3.2	School shift system					
3.3.3	Budget allocation (Block grant)					
3.3.4	Education secularization (from political and religious)					
3.3.5	Promotion policy					
3.5	<i>School related factors</i>					
3.5.1	Teachers competence					
3.5.2	Teachers interest to help students					
3.5.3	Relation between teachers and students					
3.5.4	Recreational activities at school					
3.5.5	follow up of absence by student					
3.6	<i>School management system related factors</i>					
3.6.1	Poor school management system					
3.6.2	Continuous monitoring, evaluation and feed back system					
3.6.3	Relation between community and school					
3.6.4	Person in school that help students					
3.7	<i>Student related factors</i>					
3.7.1	Under achievement					
3.7.2	Students interest in learning					
3.7.3	Shy student					
3.7.4	Frustration and despair on exams					
3.7.5	Influence of wrong friends					
3.7.6	Too much time on TV, Internet, Play, etc					
3.7.7	Desire for independence					
3.7.8	In ability to continue					
3.7.9	Frequent absenteeism					
3.8	<i>Teachers related factors</i>					
3.8.1	Low academic level					
3.8.2	Teachers has little experience					
3.8.3	Uses Violence					
3.9	<i>Socio economic related factors</i>					
3.9.1	Students work to help family					
3.9.2	Distance from school					
3.9.3	Near place for leisure activities					
3.9.4	Early marriage					

Dear respondents: - According to your school if there is another factors please state in space provided below.

1. _____
2. _____
3. _____
4. _____

IV. Questions to be answered by teachers

The following items are meant to address issues related to your belief towards the problem of Internal efficiency in your school. Based on your opinion put the degree of contribution of each factor by putting “X” mark in a column you select.

Key :- Strongly Agree; A = Agree U = Undecided D = Disagree SD =Strongly Disagree

SN	Items	SA (5)	A (4)	U (3)	D (2)	SD (1)
4.1	Schools with high dropout rate are inefficient schools					
4.2	Schools with high repetition rate are inefficient schools					
4.3	High dropout in schools is high wastage of school money					
4.4	Schools with high repetition rate is a school that has poor Management					
4.5	Teachers that make students to repeat grades is inefficient Teachers					
4.6	Enhancing dropout in schools is not the task of a teacher					
4.7	School that allow high promotion rate is inefficient school					
4.8	Poor school management leads to high dropout and repetition					

V. Questions to be answered by teachers

The following items are about your attitude on the how the repetition or dropout rate can be enhanced in your school context. Based on your school situation judge the degree of contribution of each mechanism by putting an “X” mark in column you select.

Key: - Strongly Agree; A = Agree U = Undecided D = Disagree SD =Strongly Disagree

SN	Mechanisms	SA (5)	A (4)	U (3)	DA (2)	SD (1)
5.1	Allocating proper budget (Block grant)					
5.2	Increasing number and quality of teachers					
5.3	Make educational materials more available such as text books, Reference books, ICT rooms and materials, laboratory materials, Pedagogical center with sufficient materials, etc					
5.4	Make better school facilities and make school more flexible					
5.5	Enhancing teaching method					
5.6	Raising awareness of parents toward education					
5.7	Strength community involvement in schooling					
5.8	Strength educational management and management information system					
5.9	Enhancing access to schooling					
5.10	Closing the gender gap					

Please if you expect other mechanisms to enhance internal efficiency of secondary school fill on space provided.

1. _____
2. _____
3. _____
4. _____
5. _____

APPENDIX –B

Adama Science and Technology University

School of Educational Science and Technology Teacher education

Questionnaire to be filled by Students

Dear Students

The purpose of this questionnaire is to collect information that will help investigating factors related to dropout and repetition of student in selected secondary schools. The information you are supplying will be useful to identify major factors affecting school repetition and dropout rates that help to provide possible solutions for educational wastage and increase internal efficiency. Your participation in completing the questionnaire is extremely useful. Therefore, you are kindly requested to complete the questionnaire honestly and responsibly. And the study is purely academic so that all the information will be kept confidential.

Background Information

1.1. Name of the school _____

1.2. Woreda_____

1.3. Sex: Male ☐ Female ☐

1.4. Students age : Below 15 ☐ 15-16 ☐ 17-18 ☐ 19 and above ☐

1.5. Below are possible reasons why pupils dropout and repeat a class. Please indicate by use of a tick (✓) in the spaces provided the item that best describes your feelings.

Key: - Strongly Agree; A = Agree U = Undecided D = Disagree SD =Strongly Disagree

S.N	Items	SA (5)	A (4)	U (3)	D (2)	SD (1)
1	Opportunity cost of child labor and household work					
2	Difficulty in instructional language and improving learning capacity by repeating the class					
3	Parents attitude toward education					
4	Economic condition (Poverty at home)					
5	School physical resources and facilities					
6	Teacher's characteristics					
7	Effect of friends					
8	Variations in sex and student's over age group					
9	Strict school rules					
10	Early marriage					
11	Illness					

Dear respondents: - According to your school if there is another factors please state them.

APPENDIX –C

Adama Science and Technology University

School of Educational Science and Technology Teacher Education

Interview guide for school principals

The researcher will briefly explain the purpose of the interview to the interviewee that is

The purpose of the interview is to collect data that will help to identify factors related to dropout and repetition of students in selected secondary schools. And, inform the principals honest response is important for the success of the study.

Background Information

Woreda _____ School name _____

Sex _____

Level of Education _____ subject _____

1. What does trend of Internal Efficiency looks like (by dropout and repetition)
2. What factors force students to dropout from school?
3. What reasons force students to repeat grade?
4. What mechanism undertaken in your school in order to enhance school internal efficiency?
5. Is there any awareness created or rising about students' dropout and repetition?
6. What does schools resource utilization looks like?

APPENDIX –D

Adama Science and Technology University

School of Educational Science and Technology Teacher Education

Document Review Guide

The researcher will conduct document review on the following documents: Zonal Education bureau annual abstract and woreda education reports regarding student dropout, repetition, and promotion:

1. Zonal Trends of secondary Education Dropout Rate
2. Zonal Trends of secondary Education Repetition Rate
3. Zonal Trends of secondary Education Survival Rates to Grade 11

APPENDIX –E

Adama Science and Technology University

School of Educational Science and Technology Teacher Education

Observation check list

S.N	Items	Available	Not available
1	School fence		
2	Separate latrines for boys and girls		
3	Library with reference materials		
4	Plasmas		
5	Student seats		
6	Laboratory class with chemicals		
7	Computers		
8	Enough class rooms		