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## Efficiency-Quality Nexus and Challenges in some Selected Primary Schools of Oromia Regional State Ethiopia

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Abstract

Efficiency and quality, like two faces of a coin, are inseparably crippled in Ethiopian primary education. The general objective of this study was to assess the internal efficiency of primary schools of Oromiya Regional State. The study endeavors to identify the major trends that may affect positively or negatively, primary education efficiency of the zone. To achieve these objective descriptive research studies was conducted. The quantitative data was collected from principals, unit leaders, department heads by using available sampling and teachers using simple random sampling, annual abstracts and report through questionnaires were presented, analyzed and interpreted by using standard deviation frequency count, mean, grand mean and percentage. Qualitative data was collected from students and parents by using focused group discussion and interview. Parents were selected using purposive sampling and that of student using simple random sampling. Ten primary schools were selected randomly which comprised (13%) of the total primary schools. The zonal trend of dropout rate and repetition rate of upper primary schools was showing oscillating with varying increase and decrease over the years but it ended up with an increasing trend, whereas the trend of dropout rate increased in 2012/13 by 0.98% and that of repetition rate trend increase by 1.85% in 2012/13 respectively. The average grand mean of 10 sampled primary schools showed increased trend of dropout rate by 0.56% and that of repetition increased by 1.60%. Based on the research finding, some of the major factors causing for students dropout rate and repetition were; students over age group; principals, teachers, unit leaders and department heads have low education academics background; most parents are illiterate and with low standard of living; the long distance from home to school, students family standard of living, shortage of school facilities and involvement in family work were mentioned as the major challenging factors for dropout. High students section ratio, students- teachers' ratios and lack of adequate student text books were the major challenging factors for repetition. To solve these problems, the researcher recommends actions in order to enhance parent literacy and awareness raising program; enhanced schools facilities and resources and limiting the student's involvement in family work were the major ones. Finally, zonal education office, woreda education offices and schools administrators have to work hard and provide serious follow up to make schools show continuous trend in decreasing student dropout and repetition.

**Keywords:** Internal Efficiency, Dropout, Repetition, Oromiya

Introduction

Quality of education is the total effect of the features of the service on its performance or the customer's perception of that performance. Quality applied to education implies that quality cannot be measured only by looking at the outputs, which are the examination results. Rather the internal efficiency of the school system, which controls for wastages in form of school dropouts and repetition rates, is a more appropriate measure of the quality of education (Liston, 1999). There are also some indicators which are frequently used by planners in developing countries as appropriate means of measuring quality. These are repetition, dropout, promotion and transition rates. All these are indicators of the internal efficiency of the school system (Rose and Mahlck, 1990). If a school's internal efficiency is low resulting in low pass rates and high dropout rates, then that school system is not able to help its students, nor will the students enjoy any sustainable job market. Low internal efficiency thus compromises the quality of education (Hoy, et al., 2000). Quality is also a crucial challenge: due to the rapid expansion of this sub-sector, there is now an increased need to focus on quality improvement with regard to human and material resources as well as reform processes (MoE, 2015). Internal efficiency is the major problem in Selected woredas of Oromiya region primary schools. Even if, many strategies were devised to decrease the number of dropout and repeaters: such as, one to five team work collaboration, implementing GEQIP, training for different stakeholders, conduct supervision and give awareness; dropout rate and repetition rate; are increase which are mainly

challenging internal efficiency in assuring quality education as it was seen from annual report of the zone. It appears that most of the students readmitted to the school do not complete the first cycle of primary school within the prescribed minimum period. Some or more students drop out before the end of the cycle and some repeat one or more grades before either dropping out or completing the last grade of the cycle successfully. It also seems that the most important indicator for the efficiency of educational system is not just the number of students enrolled in the system but the number of graduates who have completed a given educational level within the intended time and required learning skills, attitude and knowledge (UNESCO, 1998).

Persistent high rates of wastage impose enormous costs on education systems and also on the individuals and societies that they serve. Wastage substantially reduces the capacity of school systems to meet the objectives of Education (World Bank, 1990). Especially, pupils who require more than one year to complete a grade take up space, teaching time, textbooks and other resources that could be devoted instead to other pupils. In Cambodia, for example, where four out of every ten pupils at any given time are repeaters, the Asian Development Bank estimated that serving these repeaters requires 10,000 additional teachers and 2,000 more classrooms, i.e. 20 percent of the existing stock. Furthermore when many pupils repeat grades, some classes become abnormally large, making the teaching and learning conditions difficult for everyone was found by (World Bank, 1990). The Education and Training Policy (1994) also recognizes that grade retention seldom results in better learning achievement and frequently has the opposite effect. The Education and Training Policy (MoE, 1994) discussed that teachers and other professional educators have a solemn duty to ensure that money spent on education actually enables students to acquire the necessary knowledge and skill of the subjects and lessons of each grade before they move on to the next higher grade or level. A high rate in the number of dropouts and repeaters indicates the inefficiency of the educational system that has impact in assuring quality education. During the previous educational systems, a large number of students tended, after a certain stage, to dropping out of school or repeating in schools. Even among the students that remained in the school system, the number of students that repeated classes was not small. Ironically, rather than seeking solutions to this systemic inefficiency, there was a complacent conceit that the high repetition rate was an indication of the educational system's academic rigor and excellence. Challenge of quality is closely linked to the challenge of internal efficiency. While access to primary and primary education has increased, many children still do not complete the first cycle of primary repetition and drop-out rates remain high throughout the whole cycle. Drop-out is particularly high in the early primary grades and the first cycle of primary schools (MoE, 2015). As, Alem (2011) revealed that Tigray regional trends of dropout and repetition rates of primary education were almost irregular with a varying increase and decreasing trends over the years but it ended up with an increasing trend, Whereas there was an increasing dropout rate in 2009/10 by 1.5%.

The other one is by Koang (2014); this paper examined the Nuer zonal trend of dropout rate and repetition rate of upper primary schools was showing oscillating with varying increase and decrease over the years but it ended up with an increasing trend, whereas the trend of dropout rate increased in 2012/13 by 0.98% and that of repetition rate trend increase by 1.85% in 2012/13 respectively. The average grand mean of 10 sampled primary schools showed increased trend of dropout rate by 0.56% and that of repetition increased by 1.60%. The national expected target for dropout rate and repetition rate will decrease to zero. And the minimum learning competency expected to score for each student in each subject is scoring 50% (MoE, 2015).

The Ethiopian Ministry of Education takes bold steps in improving to internal efficiency. For instance, the Sustainable Development Goals and Education Sector Development Program (SDG and ESDP V, 2015) document was designed to reduce repetition rate and dropout rate. The realization of these and other educational objectives will be difficult if educational wastage like dropout and repetition is persists. As a result, these jeopardize the efficiency of educational system. When the rate is high, it implies low level of internal efficiency and vice versa. It is also one of the major social and educational problems as it results in poor cost effectiveness and seriously hammer the efforts towards quality of education. Thus, this research was aimed to assess the nexus and challenges of internal efficiency and quality of education in some selected primary schools of Oromiya region.

## Materials and methods

### *Research Design*

The methodological framework of this study was descriptive survey. This method was selected over other design because it helped the researcher to collect data from large population, to explain educational phenomena in terms of the conditions or relationship that exist, opinions that are going on, effects that are evident, or trends that are developing. Moreover, descriptive was useful in the developing of data gathering instruments and tools like questionnaire, interview and document. In conducting the study; the researcher used both quantitative and qualitative data. Quantitative method was selected because it is economical and important in generalization for large population from small group (Creswell, 2003). Qualitative data also used for understanding of subjective aspects of behavior (Savenye and Robison, 1996).

### *Sources of Data*

To achieve purpose of the study, the researcher was using both primary and primary data sources. The primary sources of data from sample respondents were students, teachers, principals, supervisors and PTA chair persons of the sample schools. Relevant data were collected from primary sources. These were documents like rosters 2011/12 to 2013/14, that indicate students results and homerooms teachers attendance of 2014/15 that point out absenteeism and dropout with their reasons at school level. Annual abstract collected from selected woredas of Oromiya region, sample woreda education offices and sample schools were also primary data sources.

*Population, Sample Size and Sampling Techniques*

The population for the study included 83 respondents from 4 different zones- West Hararghe, West Arsi, East Shoa And West Wollaga zones of Oromiya region. Teachers, principals, PTA chairpersons, repeater students before 20014/15, and dropout students before 20014/15 were considered.

*Sampling Techniques*

For this study different sampling techniques were used. The Zone was selected because the researcher can be easily access to the information that is useful for the research conducted. Therefore, the Zones were selected purposively. The woredas are more or less similar in infrastructures and facilities except their location in various distances from the zone. Sample selection was made from these government schools. As a result, out of 24 woredas 8(30%) of them were selected by simple random sampling technique. Accordingly 8 (30%) schools were selected through simple random sampling since they are homogenous. All school principals and supervisors of the sample districts were taken because they are limited in number and therefore they were taken by availability sampling technique because the population was small and manageable. In addition to the above group, 100% of the PTA chairpersons were taken by availability sampling since they are limited in number and they are rich in information. Teachers were selected by stratified random sampling technique. Students that repeat and dropout before 20014/15 were selected as a sample by stratified random sampling techniques.

*Data Collection Instruments*

The researcher used three types of data gathering instruments. These were Questionnaires, interview and document analysis.

*Questionnaires*

Questionnaires were administered, because it address many people and save time and money to collect data from the sources. So, it was the main data gathering instrument in this study. The item dominated by close ended and open ended questions that administered to teachers and students in selected sample schools .The questionnaires had four parts. The first part was for demographic information that sought respondent's age, sex, educational qualification of teachers and grade level for students, field of study and experience for teachers. The second section of questions was compassed the items of the extent of internal efficiency in assuring quality education. This part prepared in five point rating scale of: very low (2) low (2) moderate (3) high (4) very high (5). The third section of questions had the items of the factors affecting internal efficiency in assuring quality of education delimited to internal and external factors. This part also prepared in five point rating scale of: (1) strongly disagree (2) disagree (2) neutral (3) agree (4) strongly agree (5).The fourth section was for the relationship between internal efficiency and quality education. It was prepared in five point rating scale of: (1) very low (2) low (2) moderate (3) high (4) very high (5). The fifth section had possible solution to improve quality of education which prepared 5 (five) open ended questions for students and teachers.

To eliminate bias and errors, testing the reliability of questionnaire is important (Yin, 2003). The pilot test of the tools conducted in the similar setting to the study place to improve the ability of the questionnaire. Hence, 20 students were selected by snowball sampling technique from grade 9 during the pilot while 10 teachers were selected by systematic random sampling techniques for the same purpose. The reliability index for students and teachers questionnaire were found to be Cronbach's alpha of 0.917 and 0.805 respectively using SPSS v.20. Therefore, all of the pilot test results revealed that the calculated values aimed to test the reliability of the instruments were found to be relevant to measure the claim they were supposed to measure, because reliability calculated value above 0.70 is considered to be reliable instrument. Teachers and students filled in the questionnaire at different time in a classroom. Based on the comment, observation and checking the piloted questionnaires, modifications were made on the final draft. Items in close ended form were prepared for students as well as teachers' response were addressed in different ways. Hence, for the main study instructional modification and brief description was added on the direction. From observation and response of questionnaire, some of grade 9 students had problems in reading and writing. Thus, for the main research it was made that students have to complete the questionnaire with the help of researcher.

*Document analysis*

According to the schedule of the researcher, different written documents such as students' rosters, students' class attendance, schools or woreda or zonal annual report were analyzed in order to check about internal efficiency.

*Procedures of Data Collection*

After extensive reading on the literatures the researcher prepared the questionnaire. Then the questionnaire were evaluated by the advisors .The next step was testing its validity and reliability. This was done by conducting a pilot test before the actual study. For respondents to react freely to the questionnaires, the researcher gave an adequate orientation about the purpose and how to fill the questionnaires for sampled respondents. After the questionnaires' reliability tested, by providing adequate orientations in the questionnaires, the researcher distributed papers of questionnaires with the help of principals and supervisors in the selected schools. This was done in eight selected schools, as the schools geographically found in different woredas and too apart. Then the collected data was organized for analyses. Mean while, the researcher and his assistants facilitated data distribution, collection, and clarification from the respondents and made ready to analyze.

*Data Analysis*

Data collected from teachers and students through questionnaires quantitatively and from principals, supervisors and PTA chairpersons through interview and document analysis review qualitatively. Descriptive analysis method used to analysis data collected through close ended questionnaire. For quantitative variables against each item, the extent of internal efficiency in assuring quality of education and factors affecting internal efficiency to investigate the levels of agreement in the various variables had been carried out. SPSS (v.20) was used to obtain, values of mean scores, and grand mean. In addition to the above methods of analysis of data, data obtained through interview, open ended questionnaire and document observation were analyzed and interpreted qualitatively by describing or narrating the ideas provided by the respondents based on ideas raised (Bogdan and Biklen, 1998).

**Results**

*Demographic characteristics of respondents*

Around 50% and 75% of principals and supervisors have work experience less than 5 years, which indicate that they unable to work effectively and efficiently. Almost all of the principals and supervisors respondents' educational background was so far below the required educational level of being school principal. Around 67.32% of dropout and repeaters' returnees were found between the ages of 20 and above.

*Extent of internal efficiency*

In the selected primary schools of oromiya region, the extent of the internal efficiency in assuring quality of education was influenced by dropout and repetition rate. According to most of the respondents, teachers are not well prepared to teach in the class (65.05%). Another vast majority responded that teachers do not give concern to manage class (71.08). To add more, there is no guidance and counseling service in the school, as reported by 55.42% of the respondents. Consequently, there is frequent students' absenteeism in the school, as agreed by 61.45% of the respondents. Most of the interviewees (71.08%) said that there is no provision of teachers support in tutorial and make up class. The finding showed that intrinsic factors that are related to students and teachers affect internal efficiency of primary educations in the selected schools of oromiya region.

**Table 2:** Intrinsic factors that affect internal efficiency (teachers & students-related)

ITEM	SCALE	Stat.	Teachers	Leaders	PTSAs	Students	Total
Teachers are not well prepared to teach in the class	SD+D	Count	5	1	2	1	9
		%	55.56	11.11	22.22	11.11	10.84
	Undecided	Count	9	0	8	3	20
		%	45%	0%	40%	15%	24.10%
	SA+A	Count	30	5	15	4	54
		%	55.56	9.26	27.78	7.41	65.06
Teachers do not give concern to manage class	SD+D	Count	4	1	1	2	8
		%	50	12.5	12.5	25	9.64
	Undecided	Count	7	2	7	0	16
		%	43.80%	12.50%	43.80%	0%	19.30%
	SA+A	Count	33	3	17	6	59
		%	55.93	5.08	28.81	10.17	71.08
There is no guidance & counseling service in the school	SD+D	Count	9	1	4	2	16
		%	56.25	6.25	25	12.5	19.28
	Undecided	Count	8	1	9	3	21
		%	38.10%	4.80%	42.90%	14.30%	25.30%
	SA+A	Count	27	4	12	3	46
		%	58.7	8.7	26.09	6.52	55.42
There is frequent students' absenteeism in the school	SD+D	Count	10	1	7	1	19
		%	52.63	5.26	36.84	5.26	22.89
	Undecided	Count	5	2	5	1	13
		%	38.50%	15.40%	38.50%	7.70%	15.60%
	SA+A	Count	29	3	13	6	51
		%	56.86	5.88	25.49	11.76	61.45
There is no provision of teachers support in tutorial and make up class	SD+D	Count	8	0	2	0	10
		%	80	0	20	0	12.05
	Undecided	Count	3	4	6	1	14

	%	21.40%	28.60%	42.90%	7.10%	16.80%
SA+A	Count	33	2	17	7	59
	%	55.93	3.39	28.81	11.86	71.08

Source: own survey, 2017

From the interviews and reports, it was shown that the extent of internal efficiency in which dropout rate in the primary schools of selected woredas of Oromiya region, as document analysis indicated, except the selected primary school, most of the sample schools had an increasing rate of dropout in the three consecutive years in 2011/12 to 2013/14. Repetition rate in the primary schools of selected woredas of Oromiya region the documents collected from the sampled schools showed an increasing rate. As the Ministry of education the minimum learning competence of individual student is 50 in each subject, which means that there is no expectation of repeating of individuals in the class. Comparing of the zone repetition rate with the expected target it was not achieved. Among the three consecutive years the year 2011/12 was the year that the rate of repetition has been seen at the high rate. The majority of respondents indicated their agreement concerning the extent of the crowdies of the classroom by readmitted repeater and dropout students influenced internal efficiency.

Table 3: Intrinsic factors that affect internal efficiency (facilities-related)

ITEM	SCALE	Stat.	Teachers	Leaders	PAs	Students	Total
Absence of school facilities, such as water supply, furniture, internet service, toilet for male and female at distance, laboratory and library	SD+D	Count	10	1	2	2	15
		%	66.67	6.67	13.33	13.33	18.07
	Undecided	Count	7	3	13	1	24
		%	29.17	12.5	54.17	4.17	28.92
	SA+A	Count	27	2	10	5	44
		%	61.36	4.55	22.73	11.36	53.01
There is frequent teachers' absenteeism in the school.	SD+D	Count	13	1	6	1	21
		%	86.67	6.67	40	6.67	25.3
	Undecided	Count	5	2	6	4	17
		%	33.33	13.33	40	26.67	20.48
	SA+A	Count	26	3	13	3	45
		%	57.78	6.67	28.89	6.67	54.22
Teachers use teaching aid in the class.	SD+D	Count	8	2	6	2	18
		%	53.33	13.33	40	13.33	21.69
	Undecided	Count	28	3	13	5	49
		%	57.14	6.12	26.53	10.2	59.04
	SA+A	Count	8	1	6	1	16
		%	18.18	2.27	13.64	2.27	19.28
Most teachers use testing method rather than continuous assessment method	SD+D	Count	12	0	6	1	19
		%	63.16	0	31.58	5.26	22.89
	Undecided	Count	21	5	15	6	47
		%	44.68	10.64	31.91	12.77	56.63
	SA+A	Count	11	1	4	1	17
		%	64.71	5.88	23.53	5.88	20.48
There is no provision of supervision both for teachers and students to minimize problems related to factors affecting internal efficiency.	SD+D	Count	17	0	7	1	25
		%	68	0	28	4	30.12
	Undecided	Count	19	4	10	5	38
		%	50	10.53	26.32	13.16	45.78
	SA+A	Count	8	2	8	2	20
		%	40	10	40	10	24.1

Source: own survey, 2017

It was agreed by 53.01% of the respondents that there is lack of school facilities, such as water supply, furniture, internet service, toilet for male and female at distance, laboratory and library. According to 54.22% of the respondents, there is frequent teachers' absenteeism in the school. Teachers use teaching aid in the class according to 21.69 % of the respondents. Most respondents are unsure (56.63 %) on teachers use testing method rather than continuous assessment method. Nearly, a quarter of the respondents said that there is no provision of supervision both for teachers and students to minimize problems related to factors affecting internal efficiency. The majority of respondents responded that their agreement concerning the influence of increment of repetition and dropout rate in affecting the other student's interest to assure quality education and the extent of text books ratio to students due to re-admitters of repeater and dropout students was also high. The influence of re-admitters of repeaters and dropout students in using computers, libraries and laboratories in a class was high. The summary of interview of principals, supervisors and PTA chair persons

also strengthening the above responses of respondents, they responded to readmission of repeater and dropout students was high and the classrooms became crowded, as the result the extent of textbooks/students ratio and students/section ratio was highly influenced.

#### *Out-school Determinants of Internal Efficiency*

Out of external factors that were contributed more for dropout and repetition were practicing of students' work load at home, low economic standards of students' family, poor involvement of parental and community in the schools, family's related factors such as family's breakdown, illness and death.

**Table 3:** Out-school factors that affect internal efficiency

Item	Principals		Teachers		Students		Overall	
	Mn	SD	Mn	SD	Mn	SD	Mn	SD
<b>Some of students repeat and dropout due to the influence of peer groups.</b>	4.94	1.71	4.12	1.18	3.06	0.77	4.72	1.47
<b>Family related problems, such as family breakdown, family illness, or family death made students to repeat and dropout from the school</b>	5.02	1.59	4.36	1.14	3.04	0.67	4.84	1.36
<b>Poor involvement of parents in the school influenced students to repeat and dropout.</b>	4.5	1.83	4.6	0.97	3.05	0.63	4.72	1.49
<b>Educational cost of students are forced them to drop out from the school</b>	4.01	1.88	3.94	1.09	3.05	0.61	4.27	1.59
<b>Lack of school budget affect students learning and made them to repeat or dropout.</b>	4.28	1.93	3.98	1.29	3.05	0.76	4.4	1.67
<b>Majority of the students are repeat and dropout because of practicing work load at home</b>	4.23	1.82	4.32	1.12	3.25	0.68	4.5	1.55
Grand/cumulative	4.26	1.81	3.88	1.21	3.01	0.73	4.3	1.66

Source: own survey, 2017

The remaining factors were rated below average, which shows that their contribution to the problem under discussion was low in the zone. Similarly, the qualitative analysis from interview and close ended questions also indicated that all the above listed factors were listed as the major factors affecting dropout and repetition. Among student related factors, frustration of students during examination, Students' lack of interest for learning and difficulty of language of instruction became the major factors affecting internal efficiency. While students health problem and belittling was not rated as the major factor of internal efficiency. Internal factors that became causes for student dropout and repetition were teachers practicing of poor method of teaching, absence of guidance and counseling service in the school, frequent students' absenteeism, poor teachers extra support such as tutorial, makeup, and supplementary tutorial for female, poor support of school management and leadership are among major factors that contribute to high rate of dropout and repetition in the study area.

#### *Relationship between internal efficiency and quality education*

The responses of respondents indicated that there was strong relationship between internal efficiency and quality of education in selected woredas of Oromiya region (see table 4).

**Table 4:** The relationship between internal efficiency and quality education

Item	Principals		Teachers		Students		Overall	
	Mn	SD	Mn	SD	Mn	SD	Mn	SD
<b>I believe an increasing of the percentage of dropout and repetition rate affect quality of education.</b>	3.59	1.9	3.98	1.22	3.2	0.55	4.13	1.71
<b>I believe that the lacks of school facilities push students to dropout and repeat in which that also influence the quality education</b>	4.18	2.1	3.98	1.3	3.05	0.45	4.39	1.7
<b>I believe that students and text books ratio is not as the standard needed of 1:1 and this influence quality of education</b>	4.25	2.03	4.02	1.25	3.13	0.55	4.46	1.68
<b>I believe that as there is lack of teachers; so this influence quality education.</b>	3.65	2.2	3.87	1.34	3.19	0.46	4.06	1.93
<b>I believe that the lack of computers influence quality education.</b>	4.48	1.85	4.11	1.13	3.16	0.44	4.51	1.63
Grand/cumulative	3.62	2.1	3.57	1.14	3.07	0.47	4.02	1.77

Source: own survey, 2017

The majority of respondents responded that as they believed the increasing number of dropout and repetition rate affect quality

education. The majority of students and teachers responded in their questionnaire response as they believe lacks of school facilities pushed students to dropout and repeat in which also influence quality education. The majority of respondents also rated as high level of agreement that, if students/text books ratio and section/ students' ratio are not found with the needed standard it affect quality education. The summary of interview also indicated the above responses. The majority of respondents of both students and teachers rated as a high level of agreement lacks of teachers influenced quality of education. The majority of respondents responded that, the lack of computers influencing quality education as low level of agreement. So, lack of computers do not influenced quality of education.

#### *Possible solution to improve internal efficiency*

The possible solution to improve internal efficiency collected from the teachers and students through questionnaires and interview from supervisors, principals, and PTA chairpersons are numerous. Federal, Regional, Zonal and Woreda education offices and the schools should have to provide schools with facilities, make the school conducive environment free of noise and disturbance; giving attention to school context problems and solve them. Federal and Regional government and the school leaders should have to finding way out to support children in need in collaboration with the school community, volunteer individuals, governments and NGOs. In addition mobilize stakeholders around the school. Schools should have to mobilize the community to fully integrate with schools and creating awareness on parents to enable them understands not to withdraw their children from school and regularly monitors them whether they learn properly or not. The schools should establish continuous contact with parents and arrange counseling services. The schools should organize tutorial classes to low performing groups of students. The schools should motivate good performing teachers. Parents should Follow their children's progress and behavior properly and also allow time for these children to study rather than using their time for doing domestic activities at home. Parents also have to monitoring their children whether they attend regularly the class and check their home work and assessment.

#### **Conclusions**

Based on the above findings of the study, the following conclusions were drawn: The study indicated that examining internal efficiency had implications on assuring of quality education which mainly focus on repetition and dropout in the study area. The extent of internal efficiency provided for students and teacher had high level of agreement. No item under this rated as low level of agreement. This indicated that the crowdies of the classes, libraries, laboratories and student/text books ratio and students/teachers ratio rated as high level of agreement due to the re-admitters of the repeaters and dropout students. Likewise, internal factors provided for students and teachers had shown considerable level of agreement where internal factors were affect dropout and repetition. So school related factors or internal factors significantly contributed for students' dropout and repetition. On the other hand, external factors, such as students' pregnancy and students' health problem were rated as low level of agreement. So these factors have less contribution for dropout and repetition. From the external factors, educational cost was rated as significant level of agreement, which indicate as they have high contribution for dropout and repetition. In comparison, external factors and internal students factors highly cause students to dropout and repeat than student related factors while student related factors moderately affect quality less than the two. There exists adequate relationship between internal efficiency and quality education according to the respondents' perceptions.

#### **Recommendations**

The study has indicated that the increase of dropout rate and repetition rate directly influenced quality education because it had negatively impact on the classroom instruction, students/textbooks ratio and students/teachers ratio. The possible solution suggested to improve internal efficiency are improving school facilities, strengthening community involvement, awareness and level of involvement of parents in school has to be rising, educational management and leadership must be strengthened, teaching methods and method of assessment must be improved, on job and off-job training must be provided for teachers, income generating mechanisms' have to be designed, counseling services has to be given counseling service regularly by psychologist experts in the schools. Since this study is not an end to area factors contributing to educational wastage, further studies that participates relatively larger numbers of respondents should be carried out focusing the subject.

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