

**FACTORS CONTRIBUTING TO EDUCATIONAL WASTAGE
(DROPOUT AND REPITITION) AT PRIMARY SCHOOLS: THE
CASE OF WEST BADAWACHO WOREDA IN HADIYYA ZONE,
SNNP R, ETHIOPIA**

MA THESIS

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NOVEMBER, 2022

HARAMAYA UNIVERSITY, HARAMAYA

**Factors Contributing to Educational Wastage at Primary Schools: The
Case of West Badawacho Woreda, Hadiya Zone SNNPR, Ethiopia**

**A Thesis Submitted to the Department of Educational Leadership and
Management, Postgraduate Program Directorate,**

HARAMAYA UNIVERSITY

**In Partial Fulfillment of the Requirements for the Degree of
MASTER OF ARTS (EDUCATIONAL LEADERSHIP AND
MANAGEMENT)**

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Final approval and acceptance of the thesis is contingent upon the submission of the final copy of the thesis to the Council of Graduate Studies (CGS) through the Departmental Graduate Committee (DGC) of the candidate’s major department.

DEDICATION

I dedicate this work to my family, First and foremost, my wife who has shown me unwavering support and patience in my career and education, and has been a wonderful mother to our children, often in my absence.

STATEMENT OF AUTHOR

I declare that this thesis is the result of my own work and that all sources or materials used in this thesis have been properly acknowledged. This thesis is submitted in partial fulfillment of the requirements for MA Degree in EDPM at Haramaya University and to be made available at the University's library under the rules of the library. I confidently declare that this thesis has not been submitted to any other institutions anywhere for the award of any academic degree.

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BIOGRAPHICAL SKETCH

The author was born on April 18, 1985 in West Badawacho Woreda of Hadiya Zone. He attended his primary and junior schools in Jarso Onjojo primary and junior school and the Secondary and preparatory School at Shone secondary school.

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ACKNOWLEDGMENTS

I have got helpful assistances from many persons at various levels. It is impossible to acknowledge all the individuals that supported me in conducting this research since they are so many to list by their names here. Nevertheless, I would like to take the chance to acknowledge some of them who have helped me in a special way.

First, my appreciation and gratitude go to my research advisors, Tadesse Hailu (PhD) and Yonas A/Meskel (PhD) for their precious advises and guidance. I greatly acknowledge them for their allocating golden and busy time for my research work. Without their encouragement, stimulation and professional support this thesis work would have not been completed.

I am very glad to acknowledge the respondents for their willingness and patience in responding me to my questionnaire at the expense of their invaluable time. If they had not extended their cooperation, it would have been impossible to complete this thesis. I also indebted to extend my acknowledgment to West Badawacho Woreda education office with special thanks to teaching-learning departments for their support and guidance in provision of basic information.

Finally, yet importantly, I would like to express my heartfelt appreciation and gratitude to all my family members for their support and encouragement. Above all, I praise God the Almighty for allowing me to make my dreams come true after a very difficult journey and a burdensome effort.

ABBREVIATIONS AND ACRONYMS

WBWEO	West Badawacho Woreda Education Office
MoE	Ministry of Education
SNNPR	Southern Nation Nationality Peoples Region
UNESCO	United Nation Economic, Social and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
US	United States

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The Factors Contributing to Educational Wastage at Primary Schools: The Case of West Badawacho Woreda, Hadiya Zone, SNNPR, Ethiopia

ABSTRACT3

The purpose of this study was to assess factors contributing to educational wastage in primary schools of West Badawacho woreda, Hadiya Zone, SNNPR. To achieve the objective of the study a descriptive survey research design was employed. From 28 primary schools 8 schools were selected as sample schools by using purposive sampling technique. The participants of the study were consists of that 158 teachers, 8 principals and 8 supervisors. Teachers were selected through random sampling techniques, principals, and supervisors were selected using the census. Questionnaires were used to collect the quantitative data and interviews were used to substantiate the results of the study through quantitative data. SPSS version 20 was used to analyze the quantitative data; the qualitative data coded and analyzed in the study under the respective objectives. Current status of educational wastage due to drop-out and repetitions were bringing high educational wastage. Regarding to student-related factors, failure to study hard, lack of interest in education and students' frequent absenteeism were among factors contributing educational wastage. Poor teaching methodology, less management system and professionally disappointed teachers were teachers-related factors contributing to educational wastage. Regarding to school-related factors, staff conflict and schools internal rules were among factors contributing to educational wastage. Regarding socio-economic background of families, students' involvement in income generating activities and parents' perceptions of benefits of education were highly determining factor in the study area. Improving access to schooling, strengthening community and school relation and improving teaching methods and assessment practice were some of possible solutions. Based on the findings, the researcher recommended that school principals, woreda education office and other top management bodies have to give sustainable fund raising to fill the school gaps and closely follow to make conducive environment for students.

Key terms: Education, Wastage, West Badawacho, SPSS

1. INTRODUCTION

This chapter gives a brief overview of background of the study and statement of the problem. It also presents objectives of the study, scope of the study, significance of the study and operational definitions.

1.1. Background of the Study

Education is a key tool to improve all social and economic aspects in the society, but affected by different factors like hunger, class repetition and drop-outs (Samuel, 2017). Research is currently centered on models that lead to integrated educational wastage programs that increase the capacity of students at different levels (Deribe, *et al.*, 2015; Kayode, *et al.*, 2014 and Matage *et al.*, 2015). Educational wastage occurs, when the communities or the nations are unable to achieve their educational objectives through effectual utilization of knowledge and information (Samuel, 2017). The term wastage is used within the field of education to describe various aspects of failure of an educational system to achieve its objectives (Yusuf, 2014).

Educational wastage is a global phenomenon and emanates from drop-outs, repetition of classes and courses, unsuccessfulness and stagnation (Ekka, & Roy, 2014). It refers to human and material resources spent on students who have to repeat a grade or who drop out of school before completing a cycle (Ngome, 2015). It is also viewed as failure of students to attain the qualifications they had registered for in a given course. Wastage is arising from repetition and drop out is a sign of internal inefficiency in the education system (Ajayi & Mbah, 2008).

According to Akindele (2015) educational wastage is failure of students to attain the qualifications they had registered for in a given course. UNESCO (2014) perceives wastage to include drop outs, repeaters, premature withdrawal from schools and non-employability of school leavers and listed three ways of measuring wastage. These include; apparent cohort method, reconstructed cohort method and true cohort method. Economists liken education to industry, with capital invested in plant, and raw materials being processed into finished products. What is being wasted is human learning, school

buildings and equipment and the labor of teachers. Wastage occurs through the failure of countries to achieve their educational objectives, when children fail to reach target achievement levels, in repetition of grades, in premature school leaving, in unemployable school leavers (Grunseit, 2007).

There has been a widespread belief among educational economists according to Ojiambo (2009) that educational development would lead to accelerated economic growth, more wealth and income distribution, greater equality of opportunity, availability of skilled human power, a decline in population growth, long life, better health outcomes, low crime rates, national unity and political stability. This belief has made many individuals and nations invest immensely in education. Expounding further on this belief, Ojiambo (2009) argues that the wealth of nations depends on their capacity to develop their human resources and not so much on their physical resources. He says that a country which is unable to develop skills and knowledge of its people and to utilize them efficiently in the national economy will be unable to develop anything else.

Educational wastage exists in the following forms; the failure of the system to provide universal education, failure of recruit child within the system, failure to hold children within the system, failure of the system to set appropriate objectives, inefficiency in the achievement of objectives (Sylvia, 2017). Educational wastage is the total number of years that are wasted due to two main factors, repeats and drop-outs.

Ethiopia is looking upon education to deliver the necessary skills, and build adequate human capital in 2030 (Kayode, Adeniran, & Semako, 2014). The fundamental aim of this plan is to have a globally competitive and prosperous country, with high quality life and transform the country into a newly industrialized middle level income country providing quality life to all its citizens in a clean and secure environment. This plan therefore includes provision of quality education and reduction of any form of wastage, including educational wastage (MoE, 2003).

As illustrated in educational policy of Ethiopia, primary education have eight years duration, consist of four years, first level primary education(1th-4th) which enable

students identify letters, words and sentences, for further training and for the next grade level works. This education level completed at the first cycle (4th). The second cycle of primary education and training enable students to know subjects or area of training which will prepare them adequately for the secondary school education (MoE, 2003).

As explained in different studies educational wastage is comes from drop-outs, repetition of classes and courses, unsuccessfulness and stagnation, failure of students to attain the qualifications they had registered for in a given course and improve all social and economic aspects in the society, but affected by different factors. Thus, the major aim of this study focuses on identifying the problems and magnitude of educational wastage due to grade repetition and drop-out and other related problems in primary schools of West Badawacho Woreda of SNNPR.

1.2. Statement of Problem

Different research study findings explained different causes that contribute to educational wastage. Among this some of these causes are social, economic, cultural, gender, religion, and living standard. As indicated in studies like UNESCO (2003) and Haileselesse (2011) student around the world, especially Sub-Saharan Africa countries; fail to gain access to primary schooling. One of the major problems seen in the field of education is educational wastage. This problem is indeed seen at the primary level of education. Hence, educational wastage consists in dropouts, repeaters etc. (Haileselesse, 2011).

The provision of primary education in Ethiopia has been tackled by numerous challenges, like educational wastage. The government has always attempted to improve access to and retention of students in secondary schools. Despite many policies and strategies developed to ensure that student's complete school smoothly, there are still some students who withdraw from school prematurely. Educational wastage, especially dropout and repetition is increasing from year to year (MOE, 2016). Like other developing countries, primary schools in Ethiopia have shown a rapid expansion since 1974. With this rate of development, however, the percentage of Children who reach the final grade of the

primary education cycle (grade 8) is low, as it has been conducted by (Habtamu, 2002; Tadesse 2001) and Adane (1993).

Deribe (2015) in his study title factors contributing to educational wastage at primary level: the case of Lanfuro woreda, found family back ground characteristics (parent's educational level, provision of educational material, activities at home and parent's occupation) seem to have significant association with students' academic status. Samuel (2017), in his study title factors that influence educational wastage in public secondary schools in Kathiani sub-county, Machakos County, Kenya. point out home based factor are significant factor of educational wastage; Melesse (2015), in his study title contributing factors for school dropout in primary school; the cause of Jabi woreda; found social factor (large family size, parental educational level, home/parental service, domestic work and agricultural activity), economic factor (cost of uniform or cloths, cost of educational materials and school payments) and educational or school factor (inadequacy of classrooms, lacks of text books, poor infrastructure /poor facilities/, poor teaching method and learning process) are the main factor influencing students dropout in primary schools.

Kidist Girma (2020) in her study title causes of educational wastage in Holeta administrative town government primary schools of Oromia regional state found that factors that favor contributing for students dropout the study found out were long distance from home to school, lack of interest in learning, poor academic performance of students, frequent absenteeism of students, unsafe road condition, shortage of school facilities, poor quality of class rooms, health problem, family disunity or break down, students involvement in family work, influence of peer group, lack of educational material, cultural impact/harassment, fear of during examination and fear of corporal punishments were factors for contributing students dropout.

The studies cited above and other related are limited only on their own area of study as well as regional boundary. None of them has dealt with educational wastage of primary school in the West Badawacho woreda found in Hadiya Zone in SNNPR.

The Ministry of Education is faced with a number of educational challenges. These include meeting greater public demand for quality education and training both as a human right and as an essential investment in the quest to attain the status of a newly industrialized country. These challenges point to the need for the education sector to properly play its role of developing a highly skilled human resource base.

Since 2019, Ethiopia has followed the 8-4-3 system of education (8 years of primary education, 4 years secondary and at least 3 years university education for undergraduate studies). Under this system, the objectives of primary schooling include learning opportunities which enable pupils to acquire basic knowledge and skills for the world of work in the context of economic and human resource needs of the nation. Although there has been considerable investment and participation in the 8-4-3 system of education, it has featured prominently in the national political and academic discourse. The debate has centered on its relevance and efficiency in the last decade. The increased public demand for education and training has stretched the government budget to the sector. The Government has therefore intensified partnerships and collaboration with other partners including parents and communities, individual investors, civil society and donors in the financing of education and training (TGE, 1994).

The National Primary School repetition rates have generally reduced from 1.8 % in 2011 to 1.3 % in 2012. However, the highest repetition rate was recorded in 2011 and 2012 West Badawacho Woreda at 2.6% and 3.4% respectively while the lowest was registered in Lemo Woreda at 0.5 % respectively 1.2%. On average, boys recorded higher rate than girls over the period. During the years 2011 and 2012 the Primary dropout rates was 5.5 and 6.6 % respectively (Hadiya Zone Education Desk, 2014).

The problem of dropout and repetition rate in primary schools in West Badawacho Woreda is a matter of great concern in Hadiya Zone. Students who sat for primary school leaving Certificate Examination for Primary Education in the year 2012 were less by 482 their enrolment number in 2011; this is a high wastage rate for just one cohort (Woreda Education Office (WEO), 2013).The same source explains that this form of wastage poses a significant challenge to all educational stakeholders. This is because repeaters

disproportionately used resources allocated to the secondary school education while the dropouts wasted educational resources invested in their education, (Kiumi and Chiuri, 2005).

Unfortunately, factors influencing this phenomenon are not clearly understood. Consequently, it was necessary to conduct a research in this matter of education wastage in West Badawacho Woreda and 'suggest a way forward.

Therefore, this study was examined the factors contributing to educational wastage in primary schools in West Badawacho woreda. Finally this study filled this gap by focusing on most known factors to educational wastage in primary schools like class drop-out and repeats in West Badawacho woreda.

1.3. Research Questions

The research sought to answer the following questions:

1. What is the current status of educational wastage in public primary schools of West Badawacho woreda?
2. What are the factors contributing educational wastage in primary schools of West Badawacho woreda?
3. What solutions should be taken to reduce educational wastage in public primary schools of West Badawacho woreda?

1.4. Objectives of the study

The study has both general and specific objectives.

1.4.1. The General objective

The General objective of the study was to investigate the factors contributing to education wastage in public primary schools of West Badawacho woreda.

1.4.2. Specific objectives

1. To investigate the current status of educational wastage in public primary schools of West Badawacho woreda.
2. To identify the factors contributing educational wastage in primary schools of West Badawacho woreda.
3. To find out possible solutions to overcome problems of educational wastage in primary schools of West Badawacho woreda.

1.5. Significance of the Study

The results of this study may help school administrators to better understand school-based factors that contribute to pupil's dropout and repetition in public primary schools so that they look for ways of curbing it to sustain students learning.

This may also help teachers to device methods of minimizing school related factors that cause drop out and repetition in public primary schools. It may also help to draw the attention of schools' staff and parents in setting priorities and allocating educational resources to reduce educational wastage by reducing school facility gap. It may help educational planners, in formulating policies to minimize wastage rates among pupils in public primary schools and may also contribute literature on the study of school based factors contributing to educational wastage in primary schools and serve as source of information for further study.

1.6. Delimitations of the study

The study was delimited to geographical, conceptual, and methodological bases.

Geographically, the study was delimited to West Badawacho Woreda Government Primary Schools. Eight government primary schools were involved in the study. Conceptually, the study was delimited to the factors contributing to educational wastage at primary schools. In relation to variables, current status of educational wastage, factors contributing educational wastage and solutions to minimize educational wastage, and it do not include other issues. Methodologically, the design of this research employed

descriptive survey method mixed design. In participant respect, it was delimited to teachers, supervisors and principals. It did not include other grade levels and students, because of time and other resources required for data collection. Simple random sampling and purposive sampling techniques were used in the study. Instruments of data collection were questionnaires, un-structured interview and document analysis.

1.7. Definition of key terms

Drop-outs: refer to those students who have withdrawn from school prematurely or before the end of prescribed cycle.

Educational wastage refers to human and material resources spent on students who have to repeat a grade or who drop out of school before completing a cycle (Ngome, 2015).

Internal efficiency: Indicates the measurement of performance in school system, which primary school students successfully completing a given grade level without educational wastage.

Public school: school that is developed and maintained by public funds obtained from the government, parents and or community.

Repetition: refers to those students who stay in the same grade in the subsequent year as they were in the previous year.

1. 8. Organization of the Study

The thesis was organized in to five chapters. The first chapter will encompass the introductory part that deals with background of the study, statement of the problem, research questions, and objectives of the study, significance of the study, delimitation of the study, definitions of key terms and organization of the study. The second chapter discusses the review literature part of the study. In the third chapter, research design and methodology, data sources, population, sample size and sampling techniques. Chapter four deals with presentation, analysis and interpretation of gathered data and the fifth chapter will include the summary of major findings of the study, conclusions and

recommendations of the study. Finally, appendixes and references were attached at the last part of the study.

2. REVIEW OF RELATED LITERATURE

This chapter deals with the current literature on educational wastage. Concept of educational wastage, determinants of educational wastage, forms of educational wastage, school resources and facilities, factors influencing educational wastage impact of leadership on educational wastage, school distance as factor to drop-out, teachers related factor for educational wastage, consequences of educational wastage, conceptual framework and summary of literature review.

2.1. Concept of Educational Wastage

The term 'educational wastage' originated from the terminology of the economists. The educational system is similar to the industry of which the part of investment and the material that is meant to get utilized to encourage productivity is wasted and the expected and desired framework is achieved (Kayode, Adeniran, & Semako, 2014). Educational wastage means not being successful in the achievement of goals and educational purposes. In other words, every factor which decreases the productivity of educational, family or society system in achieving educational purposes, contributes to educational wastage. The shortages and shortcomings in planning, implementation methods and guidelines, lack of competence of educational staff, shortage of facilities and lack of co-operation among educational staff, i.e., society, and family, are the important basis of educational wastage (Kayode, Adeniran, & Semako, 2014).

Educational wastage has been a challenge in many countries and considered to emanate from failures, stagnation and drop-outs. It is defined as, if a child leaves school without completing a course or fails in class then the investment does not give commensurate returns as such as both money and human resources are wasted. It can be said to exist in the following forms; the failure of the system to provide universal education, failure of recruit child within the system, failure to hold children within the system, failure of the system to set appropriate objectives, inefficiency in the achievement of objectives. Kiumi and Chiuri (2005) define educational wastage as the dual problem of class repetition and drop-out. Repeaters deplete resources and causes wastage. Those who do not complete are not useful man power and constitute wastage as well.

Despite heavy investment in education, the outcome is not seen satisfactory as expected by the nation. The nation's investment on education, if wasted without satisfactory result / output of the target is said to be educational wastage/loss (Bhupendra, 2010). Educational wastage refers to human and material resources spent on students who have to repeat a grade or who drop out of school before completing a cycle (Ngome, 2015).

Educational wastage implies the inefficient use of educational resources. Some of the noticeable signs of wastages include dropouts, repeaters, premature withdrawals, misguided types of education, non-employment of school leavers and even brain drain (Durosaro, 2012). According to Babalola, (2014), the term 'wastage' applied to education as an unfamiliar ring, and educationists may object to it as a depersonalizing of what is essentially an individual growth process. It comes from the language of economists and seems to liken education to industry, with capital invested in plant, and raw materials being processed into finished products.

Thus, the concept of educational wastage has different definitions by different scholars. Educational wastage is similar to industrial system, every factor which decreases the productivity of educational, family or society system, emanate from failures, stagnation and drop-outs, inefficient use of educational resources and other related problems that hinder students to move class to class.

2.2. Major Forms of Educational Wastage

Wastage has been recognized for a long time, but was regarded as a normal feature inherent in any educational system. For a long time, wastage in education has been narrowly conceived and treated as synonymous to drop-out. In a very broad sense, the phenomenon of wastage in education is evident in the large number of children who for one reason or another, do not succeed in the acquiring the full range of knowledge, skills and attitude offered through schooling. The effect of parental education level would be expected have significant contribution on high wastage in dropout students (Foley, Gallipoli & Green, 2014).

In analyzing the wastage phenomenon in the developing countries today, it can be seen to take different forms as (Shiundu, 1999) non enrollment, late enrollment, drop-out, repetition, lateness, absenteeism, poor performance, limited and ineffective utilization of resources, unemployment under employment of school leavers, non- transition to upper cycle, brain-drain, teacher turnover /attrition), non-completion of the syllabus or learning programs. All these have in one way or other negative effects on the social and economic benefits of schooling. Some may have more devastating effects than others. To ensure high returns from the education system, all these situations and practices must be checked and if possible be eradicated (Bekele, 2004).

Repetition and dropout rates are the commonly used parameters to measure educational wastage (Deribe, Endale, & Ashebir, 2015; Longe & Durosaro, 1986). According these scholars repeating a grade means utilizing more resources than allocated to a student and hindering the intake capacity of schools. Similarly, leaving a school (dropping) before completing a particular cycle/level of education is wastage in resources. Drop-out/push-out refers to students who do not complete their schooling in the prescribed number of years. This may be happened either they drop out of school entirely or because they repeat one or more grades. A drop-out is slightly different from a push-out. In the former, the student largely influences the decision to leave school and in the latter the student is forced out by the school situation or factors. A repeating a grade is initiated either by the students, parents, teachers, school administration being the students' poor performance or in order to improve their examination grade complete was for the limited school places (Bekele, 2004). The failure of the system to provide universal education, failure of recruit child within the system, failure to hold children within the system, failure of the system to set appropriate objectives, inefficiency in the achievement of objectives (Sylvia, 2017).

2.2.1. Grade repetition

Grade repetition that is requiring students to spend additional academic year doing the same work in the same grade as in the previous year (Hussen, 2000) is an issue of contemporary education on the association between drop- out rate and repetition rate. Hussen (2000) found out direct and positive relationship. He noted that: High rate of

grade repetition rate frequently associated with rigid school systems that are not well adapted to young children.

Grade repetition is considered as wastage, the major ones documented by different scholars include the following: first repetition reduces the intake capacity of a particular grade or school. Since school place are occupied by repeaters, other will not be admitted (UNESCO, 1984) and repetition has been an obstacle for others. With this, the accessibility of the school for large number of students who have never got the chance to enroll and democratization of educational opportunity was demolished.

Second grade repetition also results in overcrowding class in addition to increasing the cost of education (UNESCO, 1984) results in a declining quality of education as in the case of Ethiopia (Tekeste, 1990). The link between grade repetition and the quality of education indicates the failure of an education system in achieving its objectives. Third grade repetition is considered as wastage for it most of the time is followed by students dropping- out (UNESCO, 1983). In this case, the problem becomes more serious because almost all what has been invested is wasted. The relationship between repetition and drop-out has been a common phenomenon in most of the developing countries. Although with a lesser degree, the problem also it exists in developed countries. In addition to these, repetition since it causes students spend additional year in the same grade, there raise the need for additional resource.

According to the Millennium Development Goal (MDG) as cited in Lekhanya (2008) another reason why learners do not finish primary school is because they fail the year. Sometimes learners have problems with certain subjects, especially Mathematics and English which are the core subjects, and as a consequence they fail the whole course. Some learners mentioned they could not keep up with the course work while others said they missed too many days and could not catch up. Learners who have repeated their grades state that poor performance in examinations; parental decisions and absenteeism are responsible for their repetition.

2.2.2. Dropout

School dropout is a term used for the children, who for any reason other than death, discontinue schooling and leave their education uncompleted (Jamil et.al, 2010). UNESCO (1998), defines the term drop out as leaving a school before completion of a given stage of education or some intermediate or non-terminal point in level of education. There are three categories of theories that explain why drop outs abandon school; categories are “Dropout” “Pullout” or “Push-out” theories. Factors like readiness and attitude of the student, health problem, and mal nutrition are examples of drop out theory. This theory, consider student personal characteristics as factors for dropping out of school (Lissanu, 2004).

Inadequate resources and facilities in schools massively affect students' dropout. Habtamu (2002) notice that It is widely accepted that schools with better facilities and materials that facilitate the instructional process are possibly more efficient than other without. Haileselesse (2011) further observes that the scarcities of school facilities that are particularly related to instructional activities contribute to low internal efficiency in term of both repetition and dropout. UNICEF (2000) indicated that physical environment in which the formal teaching- learning occurs ranges relatively from modern and well-equipped to open air- gathering places. According to Lizettee (2000) lack of facilities and poor hygiene affect both girls and boys.

Yaikob (2014) also found the factors that cause students' dropout, that are sickness, economic reasons were serious, while lack of interest in learning, poor academic performance, unsafe road condition from home to school, lack of educational material, cultural impact, and harassment. Without proper facilities it would discourage them from being in school and consequently they tend to drop out. school physical resources and facilities include school buildings, furniture, equipment of laboratory pedagogical center, library, textbooks etc. many writers have tried to study the effect of school physical resources and facilities on academic achievement of students in particular and internal efficiency in general

Employment opportunities are also examples of pull out factors that attract students to drop out of school. School factors dispirit students from continuing with their education. Unattractive school condition, policy is some of the examples that can act as push factor to students. The tendency for students to drop out is also associated with their school experiences like: dislike of school: Low academic achievement: retention at grade level: a sense that teachers and administrators do not care about students; and inability to feel comfortable in a large, depersonalized school setting UNESCO (1998). In school factor that deter the attendance of students can be categorized as “push out” factors.

2.2.2.1. Involuntary dropouts

The problem like illness, physical disability and labor of a child by parents, poverty and accident exert external influence on student become dropouts (Sapposta, 1993). Poverty, lack of school fees and money for other school requirements, need to improve grades /performance, pregnancy, sickness, school location /distance, truancy /in discipline drugs, peer pressure and lack of family support (Kaume-Mwinz,2017).Matage, Kyalo and Shadrack (2015) carried out a study on factors influencing educational wastage among girls in secondary schools in Kenya, a case study of Kisii. Some of the factors investigated in this study were; cultural factors, economic factors and social factors.

Health problem of students especially in poor areas are very serious. With regard to this, Coombs (1985) stated that the learning achievement of students depends largely on the characteristics of learners themselves whether they are well-nourished, having physical and mental health. However, many studies reported that in most rural and remote areas of developing countries, school students suffer from parasites, fever, malaria, recurring headaches, stomach pains and liver problem. Such ill-health problems usually lead students to discontinue their schooling and/or performing lows in the classes (Carl-Hill, 2002; Tilaye, 1999; Bishop, 1994).

Economic status of the family is the main determinate factor to contribute dropout in primary and secondary school. It is clear that parents with poor economic status may have difficulty in providing their children with exercise books, pens and pencils, buying uniforms and expenses for food. According to World Bank (1990), pupils from low-

income families would likely academically poor and also high tendency of dropout of school than those economically privileged once. Tassew (2008) also reports that low-income household cannot afford to pay for books, uniforms, and other school related expenses. In developing countries, household poverty is a major factor keeping many children out of school. Petrick (2014) observes that chronic absenteeism and school dropouts are highly common among students who come from low-income families.

2.2.2.2. Retarded dropout

Students who lacks of sufficient ability to handle academic studies have to tend dropout prior to tertiary school entrance. They are student who could not perform the necessary work required for promotion to the next grade (Sapposta, 1993). Information whether promotes or repeaters are more success oriented seems scanty. Despite the shortage of adequate information, it has been found that low interest towards learning would be accompanied by failure which, in turn, affects students' orientation towards success or failure (Brimer and pauli, 1971; as cited by Alelign, 2018).

2.2.2.3. Capable dropouts

These dropouts are characterized by certain personal and emotional factors they have the ability to do satisfactorily, even superior work in the school. But they are reluctant to make better progress in academic activity. As opposed to the retarded dropout, the capable dropouts have abilities of academic performance. They have potential for doing better, but they are dominated by social and psychological problems which are manifested in school (Frey in Sappasatta, 1993). The major groups of forces that important in determining primary school efficiency are internal or in school factors. These factors are those that are related with pupils, teacher and administrative characteristic.

2.3. Factors influencing educational wastage

Educational wastage has been a challenge in many countries. Failures, stagnations and drop-outs are stated as the main factors that cause educational wastage. If an individual

fails in school or leaves, before obtaining the diploma or the degree, then the investment made does not give commensurate returns, as both finances as well as human resources are wasted. The ultimate goal of every individual is to obtain employment. Well paid jobs require good education, hence, if a person is not educated and do not possess the degree, and then he may experience problems in finding employment opportunities. Educational wastage has three components, failures, grade repetition and drop-outs. There are various forms, through which it takes place, failure of the system to provide universal education, failure to recruit the students within the system, failure to retain students, incapability on the part of the system to set appropriate objectives and inefficiency in the achievement of objectives. Repetition of classes is also one of the important features of educational wastage (Samuel, 2017).

Schools, home, students' truancy, repetitions, socio-economic status of parents and low commitment of teachers are contributing to educational wastage in the school system (Olatoun, 2020). Child age, maternal education and age, family poverty, and alcohol drinking were risk factors for wasting (Getaneh *et al.*, 2019). The study further disclosed that students related, school related, and socio-economic constraints were found out significant in their high aggravation to educational wastage (Alelign, 2018).

2.3.1. Student-related factors

Individual factors that predict whether students drop out or graduate from high school fall into four areas: educational performance, behaviors, attitudes, background and teenage pregnancy. Several aspects of educational performance have been widely identified in the research literature as strong predictors of dropping out or graduating: test scores and grades in high school; academic achievement in both middle and elementary school (with grades a more consistent predictor than test scores); non-promotional school changes (student mobility) during middle and high school; and, retention (being held back one or more grades), in elementary, middle, and high school (Rumberger, 2008). Mcmillen (1997) argues that students who get poor grades are likely to leave school.

A wide range of behaviors both in and out of school have been shown to predict dropout and graduation. One of the most important is student engagement, which includes students' active involvement in academic work (e.g., coming to class, doing homework) and the social aspects of school (e.g., participating in sports or other extracurricular activities). Research consistently shows that high absenteeism—one specific indicator of engagement—is associated with higher dropout rates (Rosenthal, 1991). Rosenthal further argue that Misbehavior in high school and delinquent behavior outside of high school are both significantly associated with higher dropout and lower graduation rates. In addition, drug or alcohol use during high school is associated with higher dropout rates. Teenage parenting and childbearing increase the odds of dropping out. Having friends who engaged in criminal behavior or friends who have dropped out also increases, the odds of dropping out with such associations appearing as early as the seventh grade. Finally, a number of studies have found that students who work more than 20 hours a week are significantly more likely to drop out (Mcmillen, 1997; Rosenthal, 1989; Rumberger, 2008).

Although a substantial body of research has explored the association between student achievement and a wide range of student beliefs, values, and attitudes, far less research has explored the links between these factors and dropping out. The dropout literature has generally focused on a single indicator - educational expectations (how far in school a student expects to go)—and has found that higher levels of educational expectations are associated with lower dropout rates (Rumberger, 2008).

The beliefs and attitudes that students hold towards school are important predictors of drop out (Mcmillen, 1997). A number of student background characteristics—including demographics and past experiences - are linked to whether students drop out or graduate (Rumberger, 2008). Rumberger further argued that dropout rates are generally higher for males than for females, and they are higher for Blacks, Hispanics, and Native Americans than for Asians and Whites; yet these differences may be related to other characteristics of students as well as characteristics of their families, schools, and communities. Some studies have found that second generation students (one parent foreign-born), especially Latino students, have higher graduation rates than either first generation (foreign-born) or

third generation (native-born students and parents). Higher English language proficiency also lowers the odds of dropping out. One past experience— participation in preschool— has been the subject of extensive, rigorous research and has been shown to not only improve school readiness and early school success, but also to affect a wide range of adolescent and adult outcomes, including high school completion, crime, welfare, and teen parenting (McMillen et al., year). Rosenthal (1989) noted that dropouts are more likely to come from low- income family. Access to good quality education is one of the most effective interventions to empower adolescents with the most basic skills to function and contribute to society. This is of greater relevance for girls to obtain comprehensive sexual education; to know and recognize options; to be able to negotiate reproductive desires, including when and how many children to have; and to be able to demand access to good quality services for reproductive health. All of these faculties could be easily denied to adolescent girls who are out of school and unable to complete their secondary education as a minimum (UNFPA, 2012).

One major contemporary social problem confronting most countries in the world is teenage pregnancy. From the first world countries such as the United states to the third world countries, this problem has been a source of worry for policy makers, social workers and other human service providers due to its negative repercussions on the girl-child (Grunseit, 2007). It is alleged that teenage pregnancy and its associated motherhood are characterized with shame, disgrace, and school dropout and sometimes end of the individual's dreams of achieving higher pursuits.

According to Yampolskaya, Brown, and Greenbaum (2002), —approximately 60% of adolescent mothers live in poverty at the time of the birth of their babies, and approximately 73% go on welfare within 5 years of giving birth. (p. 8). It is suggested that school drop-out is a —uniquely predictive factor of teenage pregnancy and a precursor to, rather than a consequence of becoming pregnant (Bonell, Allen, Strange, Copas, Oakley, Stephenson, Johnson, 2004). Onyando and Omondi (2008) assert that pregnancy acts as a catalyst to school dropout in poor families. O'Connor (1999) re-echoed this by stating that academically- oriented females are less likely to give birth while still in high school.

2.3.2. Teachers related factors

Teachers' qualification and experience are expected to have a positive relationship with the quality and efficiency of education. According to (Coombs,1985) one of the most important factors for low internal efficiency of education system is less qualification of teachers are expected to have strong power as the teacher provide adequate content and attractive teaching learning methodology. As indicated by World Bank (1990), most teachers in low-income countries are less qualified since they are likely to have less than ten years of education. Such inadequate preparation results in trainees who lack the intellectual and academic background to acquire adequate pedagogical skills and finally made pupils candidate for failure and thus drop out. Adane cited in Telaye (1997), also stated that the training level of teachers had an inverse relationship with the dropout rates. This shows that poorly trained teachers cannot retain students at school. In line with this Telaye (1997), teachers who know their subject matter well, stimulate interests of students, explain difficult ideas clearly, and are enthusiastic towards their teaching profession, well-organized in their classes, fair in testing and punishment, and in treating both sexes, and helpful in all aspects contribute a lot to the success and retention of students. Such qualities of good teachers could be developed through practice and in-service training. (MoE, 2005) also stated that the assignment of less experience teachers has been the causes for students dropping out especially in rural schools.

According to Kapur (2018) in facilitating learning and education among students, teachers have to possess the required educational qualifications, skills, abilities and an approachable attitude. They have to implement proper teaching-learning methods and instructional strategies. They need to make sure that these are put into practice in accordance to the needs and requirements of the students. The students usually drop out of school, when the teachers are strict in attitude. There have been cases, when teachers have got involved into criminal acts, such as verbal and physical abuse of the students. The students have developed an apprehensive and a vulnerable attitude due to these acts and therefore, have dropped out of schools, even before, their educational skills are honed. On the other hand, when teachers are unapproachable in attitude, do not possess efficient knowledge and awareness or are inefficient in managing the students, then it

leads to improper functioning of the educational institutions and educational wastage (Patel, 2017). In addition lack of encouragement to students from teachers can be put among the major causes of Educational wastage (Dereibe, 2015).

As cited by Yaikob (2014), generally the qualities of teaching staff in schools affect the internal efficiency of schools. The characteristics that are related with quality of teachers include teachers.

2.3.3. School –related factors

Rumberger (2008 cited in Samuel 2017) argued that school resources, structural features of school and policies and practices of the school influence wastage. Additionally they point out the school-related factors are significant influencers of educational wastage and should be put into account while dealing with wastage. Schools should have adequate teaching and learning facilities, proper staffing and favorable learning environment. School factors leading to wastage in schools include teacher pupil conflicts, poor methods of teaching, excessive punishments; excessive homework, overcrowded schools, inaccessibility and costly school requirements (Kane 2004). Muhammad and Muhammad, (2011) also claimed that poor attendance and negative attitudes towards school lead to wastage. Distance travelled to school is another school factor which influences wastage.

Samuel (2017) showed that the main school-related factors that influence educational wastage are staffing in schools, availability of teaching and learning materials, schools,, physical facilities and school fees. The study identified, learners „attitude towards learning, learner absenteeism, peer influence, drug abuse and teenage pregnancies as student-related factors that influence educational wastage.

According to Simmons (1986:45) Cited by Yaikob (2014), school based factors include school facilities, teacher characteristics, School management regulation and guidance and the classroom dynamic or the interaction of the student, teacher and the curriculum are the dominant factors.

In order to enhance learning and enable the students to make effective use of their education to lead to development and progress, it is vital for the school environmental conditions to be favorable. There should be provision of facilities, equipment, infrastructure and other materials that are needed to make effectual use of education. When there are availability of facilities and equipment within the school environment, then it not only enhances learning, but also leads to an increase in enrolment and retention rate. On the other hand, students may drop out, if there are absence of civic amenities and proper facilities. The schools should organize competitions and workshops that are not only regarded as ways to enrich learning, but also provide direction to the individuals to make use of their education (Kapur, 2018).

Daniel (2015) stated that a school, as a learning institution and as a second home for learners, has a strong relationship with students' academic performance. The head teacher and the teachers through their specific roles either have negative or positive influence on students' academic performance. Therefore the Head teacher and the teachers should enhance an environment conducive learning in which the learners are free to consult them when in need, provide adequate learning facilities and arouse interest in the learners to work hard, attitude, qualification, experience, motivation, classroom management and their interaction with students' academic achievement in particular and school repetition rate in general (Bishop, 1989). Rumberger (2008) argued that school resources, structural features of school and policies and practices of the school influence wastage.

Within schools, it is necessary to formulate certain policies and practices. They should be aimed at inculcating the traits of discipline, righteousness, honesty, morality and ethics among the individuals. Practices such as, proper time management, proper conduct, evaluation procedures, rules regarding improvement in the performance of the students, organization of competitions and workshops, proper teaching-learning processes and effective communication among the members of the schools are the factors contributing to alleviation of educational wastage (Kapur, 2018).

School management is one of the important factors that affect internal efficiency of schools. For instance the school management has an important role in improving the learning capacity of learners, because they coordinate teachers in staffing standards teaching the curriculum in a 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 and training of school teacher, and most importantly the commitment and initiative taken by the head teachers and teachers (Kathmandu, 2001). In order to improve the status of school management many countries have adopted and emphasized on decentralized management system. School level decentralized management is believed to improve school efficiency. Inadequate resources and facilities in schools massively affect students' dropout. Habtamu (2002) notices that it is widely accepted that schools with better facilities and materials that facilitate the instructional process are possibly more efficient than others without. Haileselesse (2011) further observes that the scarcities of school facilities that are particularly related to instructional activities contribute to low internal efficiency in terms of both repetition and dropout. UNICEF (2000) indicated that physical environment in which the formal teaching-learning occurs ranges relatively from modern and well-equipped to open air-gathering places. Lack of facilities and poor hygiene affect both girls and boys. Without proper facilities it would discourage them from being in school and consequently they tend to drop out. School physical resources and facilities include school buildings, furniture, equipment's of laboratory pedagogical center, library, text books etc. Many writers have tried to study the effect of school physical resources and facilities on academic achievement of students in particular and internal efficiency in general. These facilities are required to be proportional to the number of teachers and students in the school for the provision of quality education in school (MoE, 2003).

2.3.4. Socio-Economic Background of Family

Parents are regarded as the children's most influential teachers; because children spend more time at home than at school, and parents spend their valuable time in children's learning. Several studies support that the home is the child's first school; it influences as well as contributes greatly to a child in his/her studies. Hence, it is very important that congenial

environment at home be created that can help a child to learn and can make him/her inquisitive (curious) enough to explore the world of learning. Likewise, a child can make more progress and that also in the right direction, if he/she gets all possible assistance in his/her study in home. Thus, there is a strong case for sensitizing the parents also to the need for assuming their role in supporting children's education at home (Malakar 1989-90).

Similarly, children are more likely to attend schools regularly while their parents provide the kind of support that is needed to be regular in schools. They have to encourage children to attend schools. Families, which are involved in their children's schooling, tend to support children with their homework (Hada 2004). Likewise, parents can help their children do their homework; talk with them about school work and take part in class teaching or assisting responsibilities (Lyons, Robbins and Smith 1982, cited in Bista 2003).

2.4. Results of educational wastage

When an individual experiences educational wastage, it leads to wastage of two important aspects, time and financial resources. When an individual is unable to achieve the desired grade and has to repeat the class, then ultimately it leads to wastage of finances, as he has to pay for the same program or course again. Wastage of time occurs, as he has to spend the entire year or a semester in going through the same course or a program (Samuel, 2017). Hence, repetition of classes and programs are stated as educational wastage. Research conducted in this area has focused upon that dropping out of educational institutions, before skills are honed is a form of educational wastage. There are individuals, who work towards earning a living, even after they have dropped out of schools, by getting engaged in various minority jobs (Kayode, Adeniran, & Semako, 2014).

Wastage in education describes the failure to achieve the intended results or goals that have been primarily set (UNESCO, 1983). It includes the various obstacles that make the realization of educational objectives difficult (UNESCO 1984). Wastage is also viewed as an indicator of internal efficiency of education. Wastage in education reduces the

effectiveness of the system and as the rate increases, it becomes a symptom of serious defects in the internal operation of the system (UNESCO, 1984). These rates help to understand how the education system utilizes efficiently the limited resources and time. These rates are commonly used to measure the efficiency of the education system in producing graduates of a particular cycle or level. A student has three paths in a particular academic year, i.e., promotion, repetition or drop out. Repeating a grade means using more resources than allocated to a student; and leaving a school (drop out) before completing a particular cycle or level of education is also wastage of resources.

Lower repetition and lower dropout rates overall and at each grade level are the indicators of proper utilization of limited resources. It is important to note the particular ways in which Ethiopia calculates repetition rates, and hence calculates dropout rates (MoE, 2009/10). Precisely, Wastage and Efficiency are negative and positive dimensions of the same phenomenon. This clearly indicates that when the degree of educational wastage is high, the efficiency of the system becomes low and vice-versa. The index of the educational wastage is one when the system is „absolutely“ efficient. Nevertheless, and educational system cannot be completely efficient for there are always failures and school drop-outs (UNESCO, 1984).

The effort to make an educational system efficient and effective therefore limits itself the extent of minimizing the degree of wastage rather than eliminating it. For educational planners and statisticians, the term wastage refers to the combined result of grade repetition and dropping –out of school before completing the educational program for which one is enrolled (UNESCO, 1984). As wastage (dropout & repetition) in education goes beyond its quantitative efficiency it affects the provision of quality education. Although these two aspects of wastage seem to reflect the quantitative features, they are in no way separated to the quality of education.

2.5. Strategies to Reduce Educational Wastage of Primary Education

2.5.1. Instructional methods

The provision of curriculum and instructional methods has to be in accordance to the needs and requirements of the students. The teachers have to ensure that students are able to adequately understand the lesson plans. The reorganization of the curriculum and instructional methods enables the students to acquire efficient understanding of the academic concepts, so that they are able to score good grades. It not only leads to alleviation of educational wastage, but teachers are able to earn appreciation from the students and acquire job satisfaction. The students take pleasure in learning from the teachers, who possess adequate knowledge of reorganizing the curriculum and instructional methods (Kapur, 2018).

2.5.2. Creation of healthy atmosphere

Within the home and in school, the atmosphere should be sociable and agreeable. In order to alleviate educational wastage, it is important that sociable and agreeable atmosphere should be created within homes and schools. Both girls and boys should be encouraged towards acquisition of education. To reduce the extent of wastage and stagnation necessary changes should be made in home, society and school atmosphere. Atmosphere should be made healthy. Emphasis should be given for improvement of school campus i.e. neat, tidy and beautiful. Adequate and attractive school buildings with well-equipped furniture should be provided. Dabir and Loitam (1999) stated that the facilities in schools need to be improved in order to achieve the goal of universalization of education. Teacher-pupil ratio may be maintained at such a level as to ensure adequate individual attention to be paid to each individual in every class. Provision of part time schooling may be made for the benefit of children who cannot attend the school during regular hours on account of domestic and economic disabilities. To reduce the extent of wastage and stagnation necessary changes should be made in home, society and school atmosphere. Atmosphere should be made healthy. Emphasis should be given for improvement of school campus i.e. neat, tidy and beautiful. Adequate and attractive school buildings with well-equipped furniture should be provided (Patel, 2017).

2.5.3. Proper teaching methods

The teaching methods that have been prevalent in the present existence are not very pleasing to the students. For instance, there have been cases of class five students, when they are unable to read class three textbooks. This shows that proper teaching methods have not been implemented by the teachers. It is vital for the teachers to make use of proper teaching methods, with the purpose that students are able to acquire understanding of the academic concepts and subject areas in an appropriate manner. They should be encouraged and motivated, so that they generate keen interest and enthusiasm towards learning. The teachers should be qualified and experienced. As qualified and experienced teachers, would possess adequate knowledge regarding utilization of proper teaching methods (Kapur, 2018).

2.5.4. Appropriate evaluation procedures

When exams are conducted, it is appropriate to set up a passing percentage. The teachers employed, work hard towards completion of the course curriculum. Before exams, it is up to the students to adequately prepare themselves in order to obtain good grades. The evaluation procedures that have been put into practice should be fair and motivating to the students. Their main purpose is to assess the performance of the students and identify any kinds of flaws and inconsistencies. Grading should entirely be based upon the performance of the students. Various evaluation procedures that are usually put into practice include, class assignments, home-work assignments, tests, exams, participation in competitions, workshops and so forth (Kapur. 2018).

2.5.5. Effective communication

According Kapur (2018) within educational institutions at all levels education and learning can take place in an operative manner, when the individuals are involved into effective communication with each other. There should be mutual understanding and they should learn how to work in collaboration with each other. Effective communication not only leads to enhancement of learning, but also proper performance of job duties and functioning of the educational institutions. The teachers should be kind and approachable

towards the students. It is vital for the teachers to ensure that they do not feel vulnerable or apprehensive within the school environment. The students should feel that they can approach their teachers when experiencing any problems. Fellow students also need to maintain good communication terms with each other and be helpful and supportive.

2.5.6. Activities and creative actions

It is essential for the individuals to get engaged into various kinds of activities and creative actions. These not only motivate them towards learning, but also stimulate their mind-sets. For instance, in schools, extra-curricular activities are promoted, which include, singing, dancing, artworks, handicrafts, sports, games, physical activities and so forth. When an individual does not perform well in academic subjects, he may develop his skills and competence in other areas. For instance, students may develop interest in sports, music, dance etc. and adopt them as professions in their lives. Therefore, learning some other area in educational institutions and utilizing it to lead to progress and development may alleviate educational wastage (Kapur, 2018).

2.6. Conceptual Frame Work

This study was based on a conceptual frame work that depicts educational wastage as dependent variable and different factors as independent variables. It shows how these factors like; student-related factors, teachers-related factors and socio-economic background of families can contribute educational wastage as forms of drop-out and repetitions.

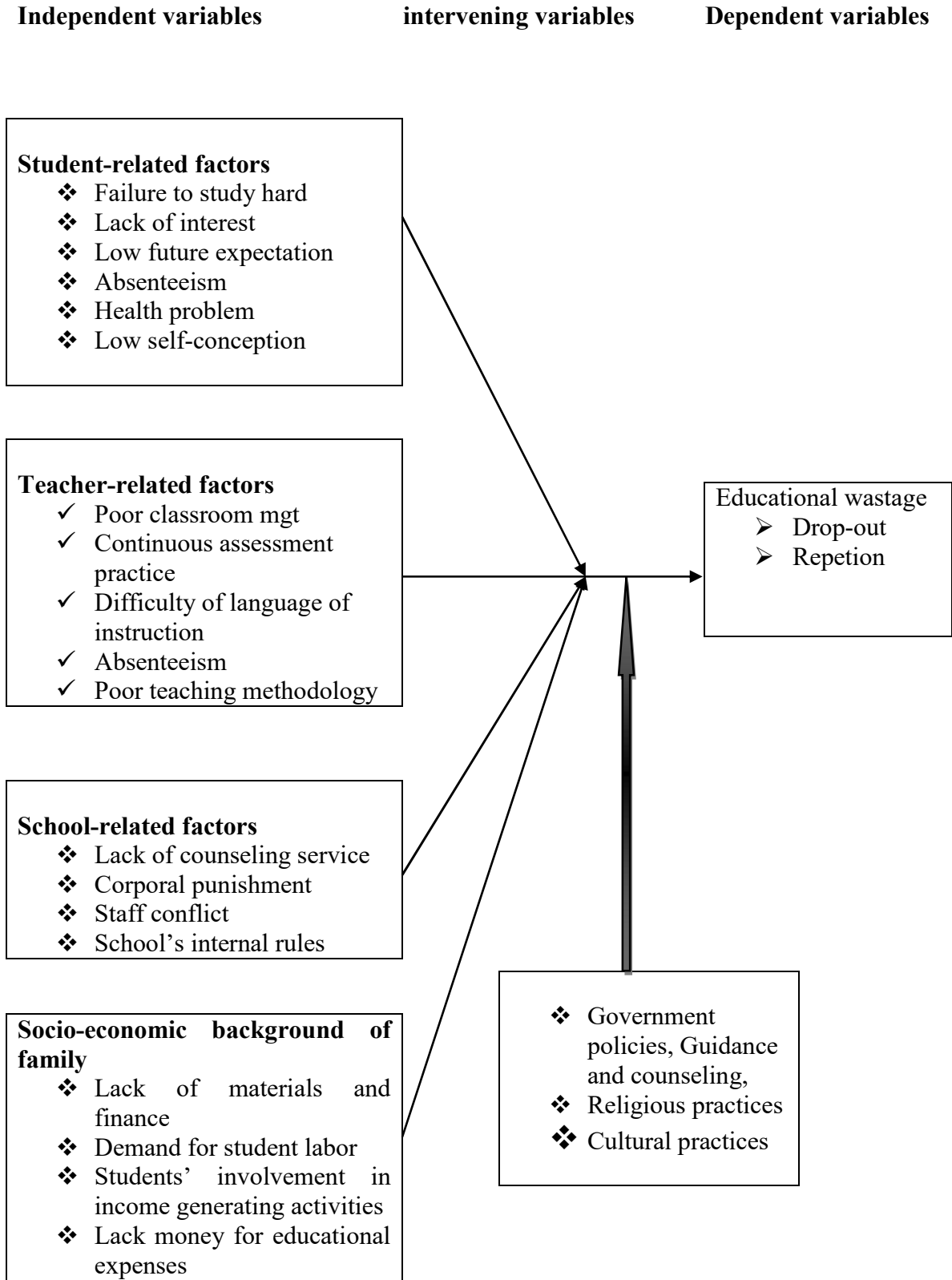


Figure 1: Conceptual Frame Work Source: Developed by the researcher

The dependent variable in this study was education wastage in public primary schools. Education wastage in public primary schools is influenced by several factors that constitute the independent variables. Based on the literature review the factors that influence education wastage in public primary schools includes student-related factors (failure to study hard, lack of interest, low future expectation, absenteeism, health problem and low self conception), teacher-based factors (poor classroom management, continuous assessment practice, difficulty of language instruction, absenteeism and poor teaching methodology), school-related factors (lack of counseling service, corporal punishment, staff conflict and schools' internal rules) and socio-economic background of family (lack of financial support, demand for student labor, students involvement in income generating activity and lack of money for educational expenses. The intervening variables, which according to Kothari (2004) are variables that intervene between cause and effect, includes guidance and counseling, government policies, religious and cultural practices.

3. RESEARCH DESIGN AND METHODOLOGY

This chapter focuses on the methods employed. It embraces the research design, sample size and sampling techniques, instruments and procedures of the data collection methods of data analysis and ethical consideration.

3.1. Description of the Study Area

In West Badawacho Woreda there are twenty-eight primary schools which are found in town and rural kebeles. In West Badawacho woreda there are twenty-three thousand six hundred seventy-eights (23678) of students. Of which twelve thousand six hundred twenty-three (12623) students are male. The remaining eleven thousand fifty-five (11055) are female students. Therefore, this indicates that the participation of female students in the woreda is nearly similar as male students.

Apart from the poor social service, students drop out and repetition from the school is one of the major problems to the society. Improvement of the basic social services in this woreda is the most important, including serious intervention for male and female factors contribution of educational wastage at primary school in the woreda.

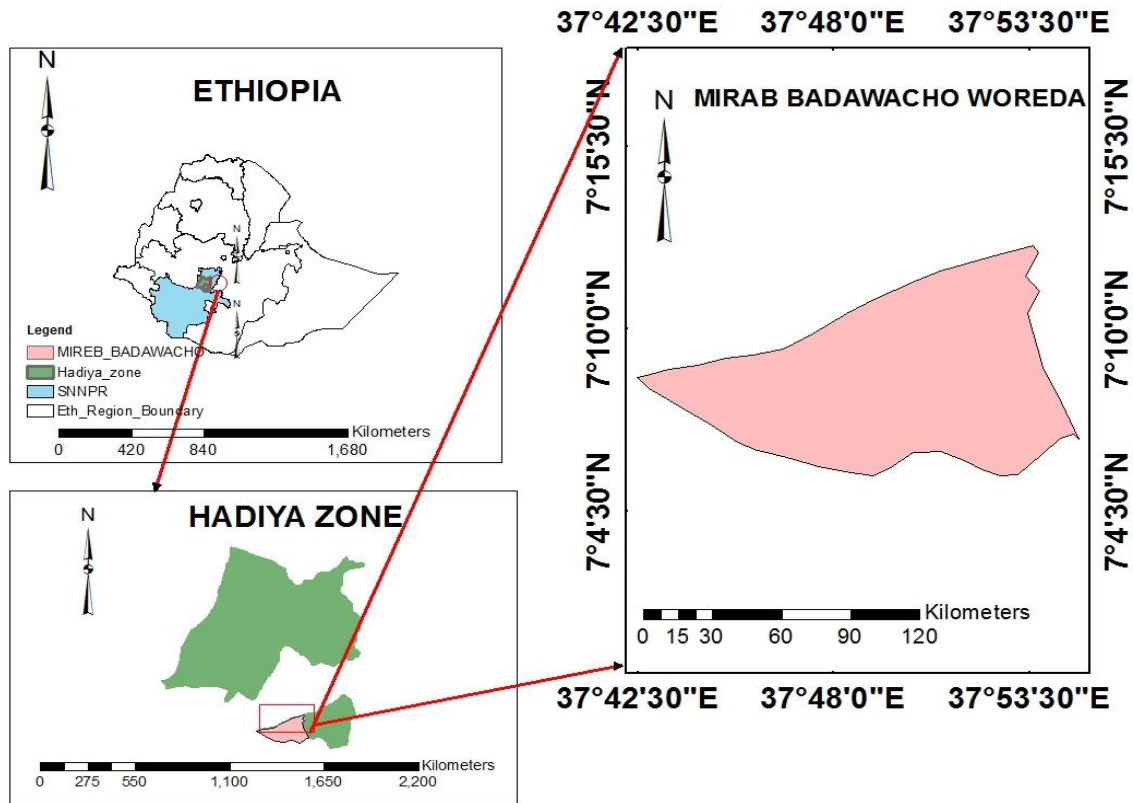


Figure 2: Map of Study Area

3.2. Research Design

The purpose of this study is to identify the factors which contribute to students' dropout and to identify the possible solutions to minimize the problem of dropout rates in the primary schools. The descriptive survey method was employed to find out factors which contribute to students' Educational wastage in governmental primary school of West Badawacho Woreda. According to Yalew (2006), descriptive survey research design is adopted for this particular study because it is a convenient method to describe the existed situation and also enable to access the opinions of large sample size. In general, both quantitative method (survey questionnaire) and qualitative method (interview) was used. In support of this, Creswell (2003) argued that combining quantitative and qualitative methods in educational research capitalize on the strength of each approach and counterbalance/offset their different weaknesses. It can also provide more detailed answers to research question, going beyond the limitation of a single approach

3.3. Sources of Data

The data for this study was collected from both primary and secondary sources. To achieve the objective of this study both primary and secondary data sources was collected from various sources. These sources are explained as under:

3.3.1. Primary sources of data

Primary data was obtained from principals, primary school cluster supervisors, Woreda educational focal person, school improvement committee members and teachers who have adequate educational wastage experts in West Badawacho primary schools.

3.3.2. Secondary sources of data

Data which is accessible, reliable, adequate and relevant to the study was collected through document review. The secondary data was obtained from related document of annual educational wastage reports of eight (8) primary schools by reviewing relevant policy documents and guidelines such as education sector development program and the school improvement program blue print and implementation manual. For this purpose, the documents of school improvement program were revised from these sources.

3.4. Population, Sample Size and Sampling Techniques

This study used both probability and non-probability sampling techniques. Non-probability sampling (purposive and expert sampling) was used to select woreda educational office core process owner, supervisors, principals, and key informant (active parents). 8 principals and 8 supervisors were selected by census method. Before selecting sample teachers, among 28 primary schools, 8 schools was selected by the researcher using random sampling technique similarly, probability (simple random) sampling method was used to select teachers by using Yamane (1967) formula
$$n = \frac{N}{1+N(e)^2}$$
, where, Where n is sample size, N is the total population size of district, and e is margin of errors at 5%. Sample teachers was selected in general and distributed to all sample schools by

population proportionality. Yamane formula was employed to keep proportionality of respondents being included in the sample.

Therefore, the sample size for the teachers was, $n = 260 / 1 + 260(0.05)^2 = 260 / 1 + 0.65 = 260 / 1.65 = 158$, therefore total sample size was 8 principals and 8 supervisors = 174.

Table 1: Summary of population, sample and sampling techniques

No	Name of schools	Principals				Supervisors				Teachers			
		P	S	%	ST	P	S	%	ST	P	S	%	ST
1	2 nd Kotto	1	1	100	Cs	1	1	100	Cs	34	20	58.8	R
2	Gerbo	1	1	100	Cs	1	1	100	Cs	32	19	59.3	R
3	Wobara	1	1	100	Cs	1	1	100	Cs	34	21	61.7	R
4	Elfata	1	1	100	Cs	1	1	100	Cs	32	19	59.3	R
5	Deda	1	1	100	Cs	1	1	100	Cs	33	20	60.6	R
6	Yabukuna	1	1	100	Cs	1	1	100	Cs	30	19	63.4	R
7	Ofoda	1	1	100	Cs	1	1	100	Cs	36	21	58.3	R
8	Sibaya	1	1	100	Cs	1	1	100	Cs	29	19	65.5	R
	Total	8	8	100		8	8	100		260	158	60.8	

Source: Own survey

R= random, Cs= census sampling technique, P=population, S= sample size, ST= sampling technique.

3.5. Data Collection Tools

The researcher has taken special care in the selection or development of tools for data gathering. In this study, the data was gathered through questionnaires, interviews and document analysis.

3.5.1. Questionnaire

Questionnaire is an instrument that the respondents fill and returned to the researcher who conducts the study. It will be prepared and filled by the students and teachers. According to Creswell (2012) questionnaire were better to obtain larger amount of data

from large number of respondents in relatively shorter time with minimal costs. Therefore, questionnaire was prepared and provided to teachers and students in English.

A four-section questionnaire was used to collect relevant data. Section-I consisted of information about demographic data; section-II consisted of the current status of educational wastage in primary schools of West Badawacho Woreda; section-III consisted of items factors contributing educational wastage in primary schools of West Badawacho Woreda, and section-IV consisted of the solutions to minimize educational wastage in primary schools of West Badawacho Woreda.

3.5.2. Interview guide

The interview permitted greater depth of response which was not be possible through any other means. Thus, the purpose of the interview was to collect more supplementary opinion, so as to stabilize the questionnaire response. The researcher was used semi-structured interviews to complement the questionnaires.

The researcher was chosen interviews because they have the potential to provide insight into how respondents experienced and thought about educational wastage, since they would provide the opportunity to probe further for explanations of responses provided by participants. Furthermore, interviews were intended to provide additional information that would be difficult to capture using a questionnaire. Interviews were also appropriate because they allowed exploration of variables under investigation in greater detail, and so complement the survey (Creswell, 2003). Therefore semi-structured interview with seven questions was provided to eight school principals and eight supervisors. 45 minutes given to each respondent to be interviewed.

3.5.3. Validity of the research instruments

Validity refers to an extent to which an instrument measures what it ought to measure. It refers to the extent in which an instrument asks the right questions in terms of accuracy (Fraenkal & Wallen, 2000). To establish content validity, the instruments was given to two experts to evaluate the relevance of each item in the instrument to the objectives and

rate each item on the scale of very relevant (4), quite relevant (3), somewhat relevant (2), and not relevant (1). Validity was determined using content validity index (CVI).

3.5.4. Reliability of the Instrument

Reliability is the process of checking a research instrument would measure the same questions. To ensure its reliability, the researcher was made pilot tests all of the survey questions designed for this study. To check the reliability of the research instrument, the pre-test of questionnaire was done in Wobara primary school with 3 school leaders and 20 teachers. Ensuring their confidentiality and anonymity, the researcher asked the pilot study participants complete the questionnaires and provide feedback thereafter. The results show that the alpha values are more than 0.6 which is the acceptable limit for such social studies (Hair *et al.*, 2007).

Table 2: The questionnaire consistency using Cranach's alpha

Items		Alpha value
1	Student-related factors	0.87
2	Teachers-related factors	0.81
3	School-related factors	0.80
4	Socio-economic factors	0.85
	Average	0.83

Source: own estimation from survey data

3.6. Procedure of data collection

In order to use standardized questionnaire, first, permission was sought from the college of social science and behavioral studies Haramaya University. Second, permission will also be sought from the relevant educational authorities in West Badawacho woreda. After getting the permission from the education office, the letter was given for those primary schools in the Woreda.

Before questionnaire was distributed to respondents, all respondents were informed about the objective of the study and orientation was given to them for more clarification of the questionnaire by the researcher to school teachers and principals in sample schools. The questionnaire was administered to respondents by the assistance of school principals to

the sample schools. In each school minimum of 3 days was spent to distribute the questionnaires, in parallel, interviews were made collect additional information from principals and vice-principals and other concerned body.

3.7. Techniques of data analysis

Depending on the nature of the collected data through questionnaire, interview and document analysis, different statistical techniques were employed in the study for data analysis and interpretation.

After the data collection, data was cleaned and coded. After that, statistical package for social science (SPSS version 20) software was used to analyze the data and produce results. The descriptive statistics such as frequency and percentages were used to summarize the socio-demographic variables of the respondents and respondents' response to current status of educational wastage and factors contributing educational wastage. Means and standard deviations were used to analyze solutions to minimize educational wastage. The level of significance was set to be at $\alpha = 0.05$. Moreover, the data collected from interview and observational checklists were narrated so as to confirm the quantitative findings

3.8. Ethical Consideration

For the purpose of ethical permission, letter was obtained from the Haramaya University; formal letter was submitted to all concerned bodies to request their cooperation. Researcher had taken the sole responsibility for the ethical conduct of own research. The researcher was given care of the safety, dignity, rights and well-being of the participants. The researcher made clear to the respondents that the purpose of the study was only an evaluation of the factors contributing to educational wastage at primary schools in Mirab Badawacho woreda. Researcher had also taken care of the participant's confidentiality, their name, and personal status was not been recorded under the study.

4. RESULT AND DISCUSSION

This section deals with data presentation, analysis and interpretation. It reports the finding of the study through an unstructured interview, questionnaire. The first part presents the characteristics of respondents whereas the second part deals with the analysis and interpretation of the quantitative and qualitative data.

4.1. Demographic Characteristics of Respondents

Under this sub section sex of respondents, level of education and experience of the respondents were presented. The following table shows the characteristics of the respondents.

Table 3: Characteristics of Respondents

Description		Respondents							
		Teachers		principals		Vice-principals		Supervisors	
Sex		F	%	F	%	F	%	F	%
Sex	Male	125	79.1	6	75	12	75	8	100
	Female	33	20.9	2	25	4	25	-	-
	Total	158	100	8	100	16	100	8	100
Level of education	Diploma	105	66.5	-	-	-	-	-	-
	BA/BSC/BED	53	33.5	8	100	16	100	8	100
	MA/MSC/MED	-	-	-	-	-	-	-	-
	OTHER	-	-	-	-	-	-	-	-
	Total	158	100	8	100	16	100	8	100
Experience	<5	53	33.5	-	-	-	-	-	-
	6-10	60	38	-	-	-	-	-	-
	11-15	28	17.7	8	100	7	43.8	-	-
	16-20	10	6.3	-	-	9	56.2	8	100
	Above 20	7	4.4	-	-	-	-	-	-
	Total	158	100	8	100	16	100	8	100

F=Frequency, % = percentage

As indicated in the table 3, 125 (79.1%) of the respondent teachers were males and 33 (20.9%) of them were females. All principals, 12(75%) vice-principals and all supervisors were males; 4(25%) vice-principals were females. This shown that there were

no females in leadership position. Therefore, gender was the determining factor in the study area.

With regarding to teachers, principals' vice-principals and supervisors' education qualification, 105 (66.5%) of respondent teachers were Diploma holders while, 37(29.6%) of them were BA/BSc/ Education qualification holders. With regard to principals and vice-principals, all principals, vice-principals and supervisors had BA/BSC education qualification. This shows that teachers and school leaders had the appropriate formal training in various fields. This implies that, knowledge and skills are significant in enhancing educational wastage in the study area.

When it comes to work experiences of teacher respondents, 53(33.5%) respondents had 0-5 year's job experience, 60(38%) respondents had 6-10 years job experience, 28(17.7%) respondents had between 11-15 years job experience, 10(6.3%) had between 16-20 years job experience and lastly 7(4.4%) had work experience of >20 years. As shown in table, most teachers have <10 years' experience, which likely to be obstacle in facilitating proper instructional activities. When it comes to principals, 6(100%) principals had work experience of 11-15 years. With regard to vice-principals, 7(58.3%), 3(25%) and 2(16.2%) had work experience of 6-10, 11-15 and 16-20 years respectively.

4.2. Current Status of Educational Wastage

This section presents the analyses of actual data on current status of educational wastage. To achieve the study objective, the participants were asked to indicate the degree to factors contributing to educational wastage in primary schools in the study area. The respondents were 158 selected teachers in eight primary schools. They were given a five Likert Scale to rate as follows: 1= very low, 2 = low, 3 =Moderate, 4 = high, 5 =very high. Based on this, the calculated mean value was interpreted as 1.00-1.49 = very low, 1.50-2.49 = low, 2.50-3.49 = medium, 3.50-4.49 = high, above 4.49 = very high. The interview was made with school principals and the supervisors.

The current status of educational wastage in this particular study, availability of safe schools compound, class size, and suitability of school compound which may contribute

to educational wastage was assessed. Hence, status of the school facility related factors was assessed below. In the data analysis the five scales of measurement have been condensed into three for more clarity and easy analysis and interpretation. Thus, very high and high were condensed into high and very low and low were condensed into low and the third is medium responses.

Table 4: Current status of educational wastage

Items	Variables	Teachers' response(N=158)						Mean
		1		2		3		
		N	%	N	%	N	%	
1	What is the current status of educational wastage due to drop-outs?	45	28.5	62	39.2	23	14.6	2.7
2	What is the current status of educational wastage due to repetition?	93	58.9	49	31	16	10.1	3.3

Level of agreement, Mean= 4(high), 2.5-3.9=medium, low<2.5

As shown item 1 table 4, current status of educational wastage was investigated in primary schools in the study area. Thus, 62(39.2%) respondent teachers indicated that current status of drop-outs were high, 45(28.5%) respondent teachers agreed that current status of teaching aids was moderate and the remaining 23(14.6) respondent teachers showed current status of drop-outs was low in the study area. From the responses of respondents, it was concluded that current status of educational wastage due to lack of teaching aids was medium in primary schools of West Badawacho woreda.

As shown in item 2 table 4, current status of educational wastage was investigated in primary schools in the study area. Thus, 93(58.9%) of the teachers indicated that there was high status of repetition, 49(31%) teachers agreed the repetition was moderately status and the remaining 16(10.1%) respondent teachers showed that repetitions had low status. From the responses of respondents, it was concluded that current status of educational wastage due to repetition was high in primary schools of West Badawacho woreda.

Principals responded that... *The absence of team work among stakeholders might be one of the causes for low status of educational wastage in primary schools. There was also low participation of stakeholders on reducing educational wastage. The schools' stakeholders do not contribute and understand achievement equally. Therefore, there was low participation among stakeholders including school community.*

Supervisors responded that *Community participation in school is considered as an integral part to reduce educational wastage. However, in the study area, the participation of parents and local community in decision making, students' learning, and problem enhancing activities were low. Some teachers carelessly and unreasonably absent from school and bring false sick leave from different non-government health organization and raise unreasonable and fascinate idea to pursued schools.*

4.3. Factors Contributing to Educational Wastage

Some factors contributing educational wastage was assessed in this section. Some of these were; Student- related factors, teachers' related factors, school-related factors and socio-economic background of the family's were shown below.

4.3.1. Student- related factors contributing to educational wastage

Factors such as failure to study hard, lack of interest in education, low future success expectation, frequent absenteeism, students 'health problem and low self conception have a direct implication on educational wastage. So the following 4 tables focus on the view of teachers, principals, supervisors.

Table 5 :Student- related factors contributing to educational wastage

Item	Variables	Teachers' response(N=158)					
		1		2		3	
		N	%	N	%	N	%
1	Failure to study hard	33	20.9	37	23.4	88	55.7
2	Lack of interest in education	35	22.1	30	19	93	58.9
3	Low future success expectation	28	17.7	75	47.5	55	34.8
4	Frequent absenteeism	23	14.5	30	19	105	66.5
5	Students' health problem	42	26.6	71	44.9	45	28.5
6	Low self-conception	28	17.1	75	47.5	55	34.8

As replied by majority of sample respondent in item 1 of table 5 above, failure to study hard was among the factors contributing to educational wastage. Thus, 88(55.7%) agreed with the idea that failure to study hard had high contribution to educational wastage, 37(23.4%) teachers rated moderate agreement on failure to study hard and 33(20.9%) indicated that failure to study hard had low contribution on educational wastage. Thus, failure to study hard was one of the factors contributing to educational wastage in the study area.

As shown by majority of sample respondents in item 2 of table 5 above, Lack of interest in education was among the factors contributed to educational wastage. With regard to this, 93(58.9%) agreed with the idea that Lack of interest in education had high contribution to educational wastage, 30(19%) teachers rated moderate agreement and 35(22.1%) indicated that Lack of interest in education had low contribution on educational wastage. Therefore, Lack of interest in education was determining factor in the study area.

As indicated by majority of sample respondents in item 3 of table 5 above, Low future success expectation was not among the factors contribute to educational wastage. Thus, 55(34.8%) agreed with the idea that Low future success expectation had low contribution, 75(47.5%) teachers rated moderate agreement and 28(17.7%) high contribution on educational wastage. Thus, Low future success expectation was moderately determining factor in the study area.

As shown item 4 in the above table 5, Frequent absenteeism was among the factors that contribute to educational wastage. Thus, 105(34.8%) agreed with the idea that students' frequent absenteeism had high contribution, 30(19%) teachers rated moderate agreement and 23(14.5%) low contribution on educational wastage. Thus, student's frequent absenteeism was one of the determining factors in the study area.

As indicated in item 5 in the above table 5, Students' health problem was not among the factors as replied by majority of sample respondents. Thus, 42(26.6%) agreed with the idea that Students' health problem had high contribution, 45(28.5%) teachers rated moderate agreement and 71(44.9%) low contribution on educational wastage. Thus, students' health problem was not determining factor in the study area.

As indicated by majority of sample respondents in item 6 of table 5 above, Low self-conception was not among the factors contribute to educational wastage. Thus, 55(34.8%) agreed with the idea that Low self-conception had high contribution, 75(47.5%) teachers rated moderate and 28(17.7%) high contribution on educational wastage. Thus, Low self-conception was moderately determining factor in the study area.

Principals responded that... *student's-related factors had moderate effect on educational wastage. Among the variables with regard to student-related factors, problem of failure to study hard, lack of interest and absenteeism were the main ones.*

Supervisors responded that...*lack of strong dropout policy at school level, lack of professional psychologist in the school for guidance and counseling purpose and lack of class room management of home room teachers. Poor school management style was the challenging factor to educational wastage.*

The document review was also done to support the above results. Thus, different researchers were found different results. For instance, study by Kidist (2020) found that poor questioning skill of teachers, absence of instructional supervisory support, teachers' absenteeism, teachers do not use teaching aid, poor continuous assessment practice were

school based factor for students' repetition. Study by Alelign (2018) disclosed that students related, school related, and socio-economic constraints were found out significant in their high aggravation to educational wastage of secondary education in Gurage zone. As stated by Muktar (2018) teachers' turnover and absenteeism were among the factor challenging educational wastage.

4.3.2. Teachers' related factors contributing to educational wastage

Quality of teachers such as teacher's attitude, qualification, experience, motivation, classroom management and their interaction with students have a direct implication on educational wastage. So the following 4 tables focus on the view of teachers, principals, supervisors.

Table 6: Teachers' related factors contributing to educational wastage

Items	Variables	Teachers' response(N=158)					
		1		2		3	
		N	%	N	%	N	%
1	Lack of engagement of students from teachers	88	55.7	37	23.4	33	20.9
2	Assignment of less experienced teachers	93	58.9	30	19	35	22.1
3	Professionally disappointed teachers	55	34.8	75	47.5	28	17.7
4	Teachers frequent absenteeism	105	66.5	30	19	23	14.5
5	Poor teaching methodology	45	28.5	71	44.9	42	26.6

Level of agreement 1=low, 2=medium and 3= high.

As replied by majority of sample respondent in item 1 of table 6 above, Lack of engagement of students from teachers was not among the factors contribute to educational wastage. Thus, 88(55.7%) agreed with the idea that Lack of engagement of students from teachers had low contribution, 37(23.4%) teachers rated moderate agreement on Lack of engagement of students from teachers and 33(20.9%) indicated that Lack of engagement of students from teachers had high contribution on educational

wastage. Thus, Lack of engagement of students from teachers was not determining factor in the study area.

As shown by majority of sample respondents in item 2 of table 6 above, continues assessment practice was not among the factors contributed to educational wastage. With regard to this, 93(58.9%) agreed with the idea that Assignment of less experienced teachers had low contribution, 30(19%) teachers rated moderate agreement and 35(22.1%) indicated that Assignment of less experienced teachers had high contribution on educational wastage. Therefore, teacher's Assignment of less experienced teachers was not determining factor in the study area.

As indicated by majority of sample respondents in item 3 of table 6 above, professionally disappointed teachers was among the factors contribute to educational wastage. Thus, 55(34.8%) agreed with the idea that difficulty of instruction language had low contribution, 75(47.5%) teachers rated moderate agreement and 28(17.7%) high contribution on educational wastage. Thus, teacher's professionally disappointed teachers was moderately determining factor in the study area.

As shown item 4 in the above table 6, teacher's frequent absenteeism was not among the factors that contribute to educational wastage. Thus, 105(34.8%) agreed with the idea that teacher's frequent absenteeism had low contribution, 30(19%) teachers rated moderate agreement and 23(14.5%) high contribution on educational wastage. Thus, teacher's frequent absenteeism was not determining factor in the study area.

As indicated in item 5 in the above table 6, poor teaching methodology was among the factors as replied by majority of sample respondents. Thus, 45(28.5%) agreed with the idea that poor teaching methodology had low contribution, 71(44.9%) teachers rated moderate agreement and 42(26.6%) high contribution on educational wastage. Thus, poor teaching methodology was moderately determining factor in the study area.

Principals and vice-principals responded that... *teacher's related factors had moderate effect on educational wastage. Among the variables with regard to teachers related factors problem of instruction media and poor teaching methodology were the main ones.*

Many of teachers used teacher-centered approach method of teaching. They don't use student centered approach they replied that schools closed due to different reason. Many teachers carelessly and unreasonably absent from school and bring false sick leave from different nongovernment health organization and raise unreasonable and fascinate idea to pursued schools. They do not face any problem but, the sign of lack of commitment.

Supervisors responded that...lack of strong dropout policy at school level, lack of professional psychologist in the school for guidance and counseling purpose and lack of class room management of home room teachers. Poor school management style was the challenging factor to educational wastage.

For instance, study by Kidist (2020) found that poor questioning skill of teachers, absence of instructional supervisory support, teachers' absenteeism, teachers do not use teaching aid, poor continuous assessment practice were school based factor for students' repetition. Study by Alelign (2018) disclosed that students related, school related, and socio-economic constraints were found out significant in their high aggravation to educational wastage of secondary education in Gurage zone. As stated by Muktar (2018) teachers' turnover and absenteeism were among the factor challenging educational wastage.

4.3.3. School- related factors

Table 7: School- related factors

Items	Variables	Teachers' response(N=158)					
		1		2		3	
		N	%	N	%	N	%
1	Lack of counseling service	69	43.7	57	36.1	32	20.2
2	Corporal punishment	83	52.5	41	25.9	34	21.5
3	Staff conflict	30	19	53	33.5	75	47.5
4	School's internal rules	43	27.2	78	49.4	37	23.4
5	Less management system	25	15.8	28	17.7	105	66.5

Level of agreement 1=low, 2=medium and 3= high

As indicated in item 1 in the above table 7, Lack of counseling service was not among the factors as replied by majority of sample respondents. Thus, 69(43.7%) agreed with the idea that Lack of counseling service had low contribution, 57(36.1%) teachers rated moderate agreement and 32(20.2%) rated high contribution on educational wastage. Thus, Lack of counseling service was low contribution in bringing the rate of educational wastage in the study area.

As indicated in item 2 in the above table 7, corporal punishment was not among the factors as replied by majority of sample respondents. Thus, 83(52.5%) agreed with the idea that corporal punishment had low contribution, 41(25.9%) teachers rated moderate agreement and 34(21.5%) rated high contribution on educational wastage. Thus, the contribution of this factor was low in bringing the rate of dropout in the study area.

As indicated in item 3 in the above table 7, Staff conflict was among the factors as replied by majority of sample respondents. Thus, 30(19%) agreed with the idea that Staff conflict had low contribution, 53(33.5%) teachers rated moderate agreement and 75(47.5%) rated high contribution on educational wastage. Thus, the contribution of this factor was high in bringing the rate of dropout in the study area.

As indicated in item 4 in the above table 7, School's internal rules were among the factors as replied by majority of sample respondents. Thus, 43(27.2%) agreed with the idea that School's internal rules had low contribution, 78(49.4%) teachers rated moderate agreement and 37(23.4%) rated high contribution on educational wastage. Thus, the contribution of this factor was moderate in bringing the educational wastage in the study area.

As indicated in item 5 in the above table 7, less management system was among the factors as replied by majority of sample respondents. Thus, 25(15.8%) agreed with the idea that less management system had low contribution, 28(17.7%) teachers rated moderate agreement and 105(66.5%) rated high contribution on educational wastage. The mean score value 2.92 for the teachers indicated that respondents rated the item had

moderate contribution. Thus, the contribution of this factor was high in bringing the educational wastage in the study area.

Regarding the factors that related to school, as school principals answered that *schools' lack of follow up their children, weak relationship of school and students, were the major factors of educational wastage. Lack of stakeholders' involvement one of the factors affects our school's internal efficiency.*

Supervisors stated that *... poor management, staff conflict and lack of follow up their children, weak relationship of school and students were the major factors to educational wastage in the study area.*

The document review was also reviewed to support the above results. Thus, different researchers were found different results. For instance, study by Hada (2004) found that parents provide the kind of support that is needed to be regular in schools. They have to encourage children to attend schools. Families, which are involved in their children's schooling, tend to support children with their homework. Parents are not ready to pay a large amount sending their daughters at expensive schools. The daughters are sent to the kitchen and other household and domestic works, whereas the sons are sent to expensive boarding schools. The discrimination between son and daughter is also the major issue behind repetition and dropout (Bhupendra, 2008).

4.3.4. Socio-economic background of family

Here the factors related with socio-economic background of the families were analyzed and interpreted.

Table 8: Socio-economic background of family

No	Factors	Rating scale					
		1		2		3	
	Socio-economic background of family	N	%	N	%	N	%
1	Lack of material and financial support	69	43.7	57	36.1	32	20.2
2	Demand for student labor	83	52.5	41	25.9	34	21.5
3	Students' involvement in income generating activity	30	19	53	33.5	75	47.5
4	Parents perception of benefits of education	25	15.8	28	17.7	105	66.5

Level of agreement 1=low, 2=medium and 3= high

As indicated in item 1 in the above table 8, Lack of material and financial support was not among the factors as replied by majority of sample respondents. Thus, 69(43.7%) agreed with the idea that Lack of material and financial support had low contribution, 57(36.1%) teachers rated moderate agreement and 32(20.2%) rated high contribution on educational wastage. Thus, the contribution of this factor was low in bringing the rate of educational wastage in the study area.

As indicated in item 2 in the above table 5, demand for student labor was not among the factors as replied by majority of sample respondents. Thus, 83(52.5%) agreed with the idea that demand for student labor had low contribution, 41(25.9%) teachers rated moderate agreement and 34(21.5%) rated high contribution on educational wastage. Thus, the contribution of this factor was low in bringing the rate of dropout in the study area.

As indicated in item 3 in the above table 8, Students' involvement in income generating activity was among the factors as replied by majority of sample respondents. Thus, 30(19%) agreed with the idea that Students' involvement in income generating activity had low contribution, 53(33.5%) teachers rated moderate agreement and 75(47.5%) rated high contribution on educational wastage. Thus, the contribution of this factor was high in bringing the rate of dropout in the study area.

As indicated in item 4 in the above table 8, parents' perception of benefits from education was among the factors as replied by majority of sample respondents. Thus, 25(15.8%) agreed with the idea that parents' perception of benefits from education had low contribution, 28(17.7%) teachers rated moderate agreement and 105(66.5%) rated high contribution on educational wastage. Thus, the contribution of this factor was high in bringing the rate of dropout in the study area.

Regarding the factors that related to socio-economic background of family, as school principals answered that *families' lack of follow up their children, weak relationship of school and parents of student, family educational background and family need of child labor were the major factors of educational wastage. Lack of stakeholders' involvement one of the factors affects our school's internal efficiency. Schools fail to work with parents and other stakeholders.*

Supervisors stated that ... *economic problem of the families, families' lack of follow up their children, weak relationship of school and parents of students, work load on children in income generating activities and intention of sending female students to Arab countries to improve their life were the major factors to educational wastage in the study area.*

The document review was also reviewed to support the above results. Thus, different researchers were found different results. For instance, study by Hada (2004) found that parents provide the kind of support that is needed to be regular in schools. They have to encourage children to attend schools. Families, which are involved in their children's schooling, tend to support children with their homework. Parents are not ready to pay a large amount sending their daughters at expensive schools. The daughters are sent to the kitchen and other household and domestic works, whereas the sons are sent to expensive boarding schools. The discrimination between son and daughter is also the major issue behind repetition and dropout (Bhupendra, 2008).

4.4. Possible solutions to minimize the problem of educational wastage

Table 9: Possible solutions to minimize the problem of educational wastage

Items	Position	Fr	M	SD
Improving access to schooling	Teacher	158	3.19	1.188
Creating awareness on the value of education	Teacher	158	1.50	0.981
Creating conducive school environment	Teacher	158	2.76	1.351
strengthening community and school relation	Teacher	158	3.13	1.242
Improving teaching methods and assessmen practice	Teacher	158	3.10	2.971
Providing guidance and counseling service a school level	Teacher	158	2.56	2.142
Total		158		

Level of agreement, Mean= 4(high), 2.5-3.9=medium, low<2.5

Fr=frequency M= Mean, SD = Standard Deviation.

As indicated in table 9 item 1, respondents were asked to rate their degree of agreement on extent contribution in improving access to schooling. Respondents rated medium agreement with mean value of 3.19 and standard deviation 1.188. This implies that improving access to schooling was moderate in bringing the solution. Thus, from this finding result the researcher can conclude that improving access to schooling had moderate contribution in reducing educational wastage. As indicated in the same table item 2 respondents were asked to rate creating awareness on the value of education had contribution or not. Accordingly, the respondents rated the item with mean value of 1.50 and standard deviation of 0.981 indicates that creating awareness on the value of education had low contribution on reducing educational wastage in the study area.

As indicated in table 9 item 3, respondents were asked to rate their degree of agreement on the extent of creating conducive school environment on reducing educational wastage. Respondents rated medium agreement with mean value 2.76 and standard deviation 1.351 implies that creating conducive school environment had moderate contribution in bringing the solution. Thus, from this finding result the researcher can conclude that improving access to schooling had moderate contribution in reducing educational wastage. As indicated in the same table 9 item 4 respondents were asked to rate strengthening community and school relation had contribution or not. Accordingly, the

respondents rated the item with mean value of 3.13 and standard deviation of 1.242 indicates that strengthening community and school relation had moderate contribution on reducing educational wastage in the study area.

As indicated in table 9 item 5, respondents were asked to rate their degree of agreement on to what extent improving teaching methods and assessment practice had contribution on reducing educational wastage. Respondents rated medium agreement with mean value 3.10 and standard deviation 2.971 implies that improving teaching methods and assessment practice had moderate contribution in bringing the solution. Thus, from this finding result the researcher can conclude that improving access to schooling had moderate contribution in reducing educational wastage. As indicated in the same table 6 item 6, respondents were asked to rate providing guidance and counseling service at school level had contribution or not in reducing educational wastage. Accordingly, the respondents rated the item with mean value of 2.56 and standard deviation of 2.142 indicates that providing guidance and counseling service at school level had moderate contribution on reducing educational wastage in the study area.

School principals responded that.... *Improving access to schooling, creating conducive school environment and strengthening community and school relation are major possible solutions to reduce educational wastage in the study area. Awareness programs should be conducted on quarterly basis to enlighten parents on the need to support their children schooling by providing these children with needed materials to aid their active participation and retention in schools.*

From the document review some results were put here under. Like Kidist (2020) reported that to alleviate teaching-learning methods, evaluation procedures, organization of competitions and workshops, innovative methods and strategies were a mechanism that improves educational wastage due to student dropout and repetition. Another researcher like Muktar (2018) stated that schools should involving school staff, parents, private, government and non-government organizations on decision making while planning reduce educational wastage.

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Summary of the Study

The purpose of this study was to determine the factors contributing to educational wastage at primary schools of West Badawacho Woreda. In order to fulfill the aims, the following basic research questions were developed.

1. What is the current status of educational wastage in public primary schools of West Badawacho woreda?
2. What are the factors contributing educational wastage in primary schools of West Badawacho woreda?
3. What solutions should be taken to reduce educational wastage in public primary schools of West Badawacho woreda?

The study was carried out in eight sample primary schools in West Badawacho woreda. The participants of the study were 158 teachers and, 8 school principals and 8 supervisors. Primary and secondary sources of data were used as source of data primary data were obtained through questionnaires from the teachers and interview with school principals, vice-principals and supervisors. Secondary sources of data were obtained from documents obtained from woreda education and document review. Questionnaire, interview and document review were used as data collection tools. Depends on the analyzed data the following major finding were obtained.

Regarding to current status of the educational wastage in primary schools, status of educational wastage due to drop-out, majority of respondent indicated that current status of drop-outs were high, the remaining respondents showed current status of drop-outs was low in the study area. Educational wastage due to repetition Majority of respondents indicated that there was high status of repetition; the remains agreed that the repetition was moderately status.

Regarding to student-related factors contributing educational wastage, Majority of respondents agreed with the idea that failure to study hard had high contribution to

educational wastage. Thus, failure to study hard was one of the factors contributing to educational wastage in the study area. Majority of respondents agreed with the idea that Lack of interest in education had high contribution to educational wastage. Therefore, Lack of interest in education was determining factor in the study area. Majority of respondents rated moderately contributed on educational wastage. Thus, Low future success expectation was moderately determining factor in the study area. Majority of respondents agreed with the idea that students' frequent absenteeism had high contribution to educational wastage. Thus, student's frequent absenteeism was one of the determining factors in the study area. Majority of respondents responded that low self-conception has low contribution on educational wastage. Thus, low self-conception was low determining factor in the study area.

Regarding to teacher-related factors, poor teaching methodology and professionally disappointed teachers were moderately determining factor in the study area. The remaining three variables were not determining variables regarding to teachers related factors. Regarding to school-related factors, staff conflict, school's internal rule and less management system were among the factors as replied by majority of sample respondents in the study area. The remaining two item like lack of counseling service and corporal punishment and contribute moderate and low for educational wastage.

Regarding socio-economic background of families, majority of respondents replayed that students' involvement in income generating activities and parents' perceptions of benefits of education were highly determining factor in the study area. The remaining two items like lack of counseling service and corporal punishment rated below average and contribute low for educational wastage as replayed by respondents.

Regarding the possible solution, three items were rated above average (3.00) like improving access to schooling, strengthening community and school relation and improving teaching methods and assessment practice. The remaining three items like creating awareness on the value of education, creating conducive school environment and providing guidance and counseling service at school level rated below average.

5.2. Conclusions

Based on the above major finding of the study, the following conclusions were drawn.

Regarding to Current status of educational wastage due to lack drop-out and repetition were high in primary schools of West Badawacho woreda.

Regarding to student-related factors, failure to study hard lack of interest in education and student frequent absenteeism were highly contributing factors.

Regarding teacher related factors, poor teaching methodology and professionally disappointed teachers were moderately determining factor in the study area.

Regarding to school- related factors, staff conflict, schools internal rules and less management system were among the factors as replied by majority of sample respondents in the study area. The remaining two items like lack of counseling service and corporal punishment rated below average and contribute low for educational wastage.

Regarding socio-economic background of families, students' involvement in income generating activities and parents' perceptions of benefits of education were highly determining factor in the study area. The remaining two items like lack of counseling service and corporal punishment rated below average and contribute low for educational wastage.

Improving access to schooling, strengthening community and school relation and improving teaching methods and assessment practice were some of possible solutions. The remaining three items like creating awareness on the value of education, creating conducive school environment and providing guidance and counseling service at school level rated below average.

5.3. Recommendations

Based on the findings and conclusions of the study, the following suggestions are forwarded in educational wastage:

The finding also revealed current status of educational wastage due to drop-out and current repetition was seriously determining factors. Thus, schools should have schedule of announcements and attractions to reduce educational wastage further studies should be conducted on repetition and school dropouts specifically and educational wastage in general in the study area.

It was indicated in the finding; students' failure to study hard, lack of interest in education and students' absenteeism are important factors in school educational wastage. Thus, solutions should be brought in cooperation with public agencies, community organizations, concerned individuals that interact with and provides motivations awareness training to raise students' interest in education and other stakeholders in order to minimize the educational wastage problem for students who are absent or dropout due concerned factors.

The finding also revealed poor teaching methodology, and professionally disappointed teachers were determining factor in the study area. Teachers should be maintained proper methodologies and government should raise the interest of teachers through benefits and recognitions for teachers.

Staff conflict, schools' internal rules and less management system in schools in study area has its own contribution for educational wastage. If proper management for students on their economic, social and psychological problems by school leaders, students who are on the way of dropping out could get better advantage and change their idea of dropping out. It is better if teachers' conflict should be solved on time and believed that schools' internal rules were in terms of students' interest and ethical behavior. Therefore, school must set up a strong student management system and guidance mechanism to discuss and to solve student's problems before dropping out, that may be economic, social and academic problem.

Regarding socio-economic background of families, students' involvement in income generating activities and parents' perceptions of benefits of education were highly determining factor in the study area.

Finally, additional researches should be carried out using much larger sample size at the same study area to acquire more empirical findings on educational wastage on public primary schools of West Badawacho woreda.

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7. APPENDECIS

HARAMAYA UNIVERSITY

College of Education and Behavioral Studies

Department of Educational Planning and Management (EdPM) Questionnaires for Principals and teachers

The purpose of this study is to investigate the factors contributing to educational wastage in public primary of West Badawacho woreda. The questionnaire is meant to gather our opinions about issue related to educational wastage in your school. For the success of this study, your genuine, frank and timely responses are very crucial. The study is purely academic and in no way affects you and your organization. Therefore, I kindly request your honest cooperation to fill this questionnaire.

General direction: i) Read each item carefully and put a tick “X” in the column that best describes your feeling. ii) Mark only one answer for each item. iii) You do not need to write your name on the paper.

Thank you in advance for your cooperation!

Part I. Background information

1. Sex: a) Male _____ b) Female _____
2. Your work experience: a) Below 5 years _____ b) 5-10 years _____ c) above 10 years _____
3. Age: a) Below 20 years _____ b) 20-25 years _____ c) 26-30years _____ above 30 years _____
4. Educational status a) Diploma _____ b) B.A/B.Ed./BSc _____ c) M.A/MSC _____

Part II. Questions on factors contributing to educational wastage

Please rate the extent of contribution of each factor using “X” mark in the following rating scales. 5= Very high 4 = high 3 = Moderate 2 = Low 1= Very low

1. What is current status of educational wastage due to lack of teaching aids?
2. What is current status educational wastage due to student-section ratio?
3. What is current status of educational wastage due to tutorial class program?
4. What is current status of educational wastage due to frustration during exam?
5. What is current status of educational wastage due to suitability condition of school compound?

No	Factors	Rating scale				
	Students related factor	1	2	3	4	5
1	Failure to study hard					
2	Lack of interest in education					
3	Low future success expectation					
4	Frequent absenteeism					
5	Students' health problem					
6	Low self-conception					

No	Factors	Rating scale				
	Teachers related factor	1	2	3	4	5
1	Poor classroom management					
2	Continuous assessment practice					
3	Difficulty of language of instruction					
4	Teachers frequent absenteeism					
5	Poor teaching methodology					

No	Factors	Rating scale				
	School related factors	1	2	3	4	5
1	Lack of counseling service					
2	Corporal punishment					
3	Staff conflicts					
4	Schools' internal rules					

No	Factors	Rating scale				
	Socio-economic background of family	1	2	3	4	5
1	Lack of material and financial support					
2	Demand for student labor					
3	Students' involvement in income generating activity					
4	Parents' perceptions of benefits education					

Thank you for the cooperation!!

Part III. Interview Questions

1. What are the prominent factors contributing to educational wastage in your woreda?

2. Do you school leadership styles contributing to educational wastage in your school?

If yes (specify)_____

3. To what extent schools' internal rules and regulations contributing to educational wastage in your school?

4. How do you see the availability of teaching materials in your school? Is there shortage of teaching materials, why? (specify)

5. Do socio-economic background of family contribute to educational wastage? (Specify)

6. Do you think corporal punishment contributing to educational wastage in your school?
(Specify)

7. Is there any effort made to reduce dropout and repetition?

Thank You!