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Factors Contributing to Educational Wastage at Primary Level: The Case of Lanfuro Woreda, Southern Ethiopia

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Abstract

The purpose of this study was to investigation the magnitude of educational wastage of primary schools in Lanfuro woreda . Attempts are also made to identify the major factors that contribute to educational wastage and suggest possible strategies to alleviate them. To this end, descriptive survey method was employed to reveal the current situation of high rate of grade repetition and drop-out (educational wastage). The data regarding enrolment, repetition and drop-outs were obtained from Lanfuro woreda educational department and sample school?s document. The study included five schools, 280 students, 46 teachers, and 5 principals of sample schools. Sample schools were selected using stratified sampling technique to give focus both rural and urban schools. random sampling technique was applied to select teachers and students (drop-outs and repeaters). Principals were selected using purposive sampling technique. The data gathered through questionnaire, was analyzed using mean, median, and percentage.

Index terms— education, wastage, primary school.

1 Background of the Study

ducation is the most important factor that significantly affects the life of an individual and empowers him/her to contribute to national development. As a form of investment made on people. Education plays a pivotal role in human resource development. Investment in education is made with intent for better returns in the future. "An investment in education is an investment in the productivity of the population."Investment in formal education is considered as precondition to economic growth **??**Bishop (1989:21).

Since the interaction education, economic and social development has been broadly recognized **??**Levy,1991:31), the education system of any country is meant to serve its development objectives. Economic analysis has consistently shown that investment in education brings higher rate of return than investment in physical capital **??**Dension, 1964 **??**n Woube, 2003).

Changes in the education system of any country have to give due attention to the efficiency and effectiveness of primary education. "The progression of students from admission" in the beginning year of their study "Until their successful completion" of the cycle of education (primary or secondary) reflects the degree of efficiency in that level of education (UNESCO, 1983a:57).The efficiency of a particular level of education can be expressed by the input/output ratio, the reciprocal of which is known as "Coefficient of efficiency" **??**Brimer and Pauli 1991:47).

In the ideal situation, all students admitted in the beginning grade of the education level will reach the second grades in the following academic year and continue until they complete that level of education. But in reality "an alarming phenomenon in education", wastage (drop-out and repetition) obstructs this "ideal scheme" (UNESCO, 1983a:57).

Repetition and drop-out rates are then commonly used parameters to measure educational wastage of the educational system. 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, number of graduates and student years. In both cases, the meager resources allocated for education will be wasted or underutilized **??**UNESCO, 1998:12 STATEMENT OF THE PROBLEM **??**NESCO (2003) indicated that children around the world, especially Sub-Saharan Africa countries, fail to gain access to primary schooling. Even large numbers among those who do enroll leave prematurely, dropping-out before the skills of numeracy and literacy have been properly gained. This initiates for a close investigation of the degree of educational wastage of primary schools.

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 is low, as it has been conducted by **??**Dereje 2003; **??**abtamu 2001; **??**adesse 2001) and Adane **??**1993). Most of them have their own area of study as well as geographic boundary. None of them has dealt with educational wastage of primary school in the Lanfuro Woreda . This Woreda foud in Silite Zone in SNNPR. The area shares boundaries with siliti woreda in the east and north, Sankura Woreda to the south, Oramiya in the west. The peoples' livelihood is dependent on subsistence agriculture largely based on farming crops, such as maize, wheat, tef, peas and beans. In Lanfuro Woreda, dropout and grade repetition are rampant. The basic problem that has initiated the researchers to conduct this study is high rate of educational wastage i.e. high rate of drop out and repetition in the woreda. Hence, the study aims to answer the following basic research questions.

1) What is the magnitude of wastage in primary schools of Lanfro Woreda? 2) In which grade of the primary level does the highest wastage rate (repetition and drop-out) occur? 3) What are the major causes of wastage (repetition and dropping-out)?

III.

2 Objectives of the Study

The study is aimed at to examine those factors that contributing to educational wastage in Lanfuro Woreda.

3 IV. Research Design and Methodology a) Research Design

For this study a descriptive survey research design was employed because it could help to reveal the current situation of educational wastage in selected primary schools in Lanfuro Woreda.

4 b) Source of data

The necessary data for this study were collected from both primary and secondary source.The primary data was obtained from teacher's students and principals The secondary data was obtained from Lanfro Woreda education departments

5 c) Sample size and Sampling Technique

Lanfuro Woreda constitutes 17 primary schools. Since it is difficult to include all primary schools in the study, the researchers preferred to focus on sample schools. Accordingly, five out of 17 schools were selected using stratified sampling technique.

Out of total population, 30 percent were randomly selected from grades: 5, 6, 7 and 8 to participate in the survey study. Students from grade 1-4 weren't made to fill the survey questionnaire since they are too young to provide the required information. On the other hand, in order to select teacher respondents from the sample schools, random sampling technique was used to categorize them regarding gender. As result, equal chance that is 50% was given for both genders to participate more female teachers in the study, because their number is less than that of male teachers at primary level, especially in second cycle. Then, from the total teachers 30% were selected from each gender through purposive sampling technique. Principals of all sample school were taken as a sample through purposive sampling technique because such posts were only reserved for them.

6 d) Data collection tools

The following tools were employed to collect data for the study. The study employed both quantitative and qualitative data and the data were gathered by the help of instruments namely, questionnaires, interview and document review. Moreover, the questionnaire was pre tested.

7 e) Methods of Data Analysis

Percentage and frequency also used to analyze various characteristics of respondents. The weighted mean was used to identify which of the Item was rated above average mean score to be considered as one of the significant factors for high educational wastage of primary schools.

The independent mean and percentage were employed to test the respondents (teachers and students) degree of agreement regarding the important reasons for educational wastage. Data collected through different instruments was coded and tabulated. The quantitative data was analyzed using SPSS version 20. The t-test of significance of respondent's opinion difference was measured at alpha level 0.05. Also Chi-square (? 2) test was employed

to test the significance level of students' response with regard to reason for going to school and self-concept of students.

V.

8 Results and Discussion

This chapter deals with the presentation and analysis of data obtained from rosters of sample primary schools and primary data obtained through questionnaires distributed for students and teachers and interviews conducted with five sample school principals

9 a) Characteristics of Respondents

As stated earlier (in chapter 1), the subjects of this study were general primary school students, teachers and principals. Under this topic background information of the subjects is present Table 11 indicates that the over whelming majority of the students 56.8% (n=159) family were illiterate while only 30.7% (n= 86) of family were attended primary education. The remaining 7.9% (n= 22), 2.9% (n=8) and 1.8% (n=5) of the students family had secondary education, TTI, and College/University education respectively. Thus, the low level of family education may have a crucial effect on the survival of the students in the education system. iv. The Home Environment Furthermore, 70.7% (n=198) of student respondents said that, they are living with both parents.13.2 %(n=37) of them live with only one of the parents and 11.8% (n=33) of them live with their gardeners and only 4.3 % (n=12) of them live alone. So it is possible to deduce that most of student respondents were living with their parents. So the psychological atmosphere in a home of student respondents was good. This showed that parents' educational level was more important in determining repetition and drop-out of students than with whom the students living.

10 v. Educational Materials

In addition, Item number 3 in the Table 11 reveals that educational material costs and other educational expenses covered by out of parent i.e.62.1% (n=174). Only 37.9% (n=106) of student respondents' educational material costs were covered by their parents. This showed that most parents didn't give necessary support for their children in schooling. So, this could be mentioned as one of the potential factors for early leaving of school and grade repetition (wastage) at primary schools of Lanfuro Woreda . In Table 2 Item number 1 depicts that large number of respondents 65% (n=182) reported that they like school learning. But, as the remaining respondents 17.9% (n=50), 6.4% (n=18) and 10.7% (n=30) responded they see their friends, they like their teachers and their parents ordered them respectively to go to school. Assured that significant number of students perceived learning when they are going to school. This can be interpreted that most of the students had positive attitude towards school learning. But their success in school was not satisfactory, which might be caused by another variable rather than student's attitude towards learning at primary level of the study area.

In addition, Item 2 in Table 2 reveals that student respondents 67.5 %(n=189) thought that they are low achievers inherently. Only few 9.3 %(n=26) of them believed that they are high achievers. Whatever it is, it can be concluded that the attitudes that students attached to their performance hampered their survival in the system.

11 b) Major Factors of Educational Wastages of Primary Schools in the Study Area

This study was aimed to identify the magnitude of educational wastage of primary education in Lanfuro woreda . An attempt was also made to identify some students, teachers, school related and administration /institution, socio-economic and socio-cultural constraints that may have significant effect on high educational wastage of primary education in the Woreda. In computing students and teacher respondents' response, the researcher used different scales that represent the extent of influence of each factor. These scales were 1=Very low 2=Low 3=Moderate 4=High 5=Very high

There is no one single factor that influence for wastage of education system. The combination of number of factors contributed to students' grade repetition and school leaving. But it is important to mention that all stated factors are not equally significant for low internal efficiency. For this purpose, the researcher interested to present and discuss the findings in their order on the questionnaires.

12 i. Students Related Factors

As students are direct beneficiary of education; various factors those contributed to educational wastage could be attached with students. Among these variables, failure in study hard, lack of interest in education, low future success expectation, frequent absenteeism, students' health problem and low self conception due to previous failure in exam are presented in Table 4 wastage of primary schools in Lanfuro woreda . To begin with, respondents were asked to rate the contribution of students' failure to study hard for repetition and dropping out of students in primary schools of the study area. The computed wastage mean scores of students (Mean=3.93, teachers (Mean=3.54 and over-all wastage average (Mean=3.84, above the average rating (3.0). This shows that students

pinpointed failure to study hard as the major cause for grade repetition and drop out and they also described the highest contribution of these two variables (repetition and drop-out) for educational wastage. In similar manner, the wastage mean score of teachers as listed above indicated that the mentioned Item as a potential factor for educational wastage at primary level in this study area. Generally, the overall wastage average assured the high contribution of this Item for educational wastage of primary education in the study area. However, depending on the overall wastage mean score, it is possible to conclude that failure to study hard is one of the major causes for educational wastage of primary schools in the study area.

Similarly, in the Table 4 the impact of students' lack of interest in education on wastage of sample primary schools was indicated in the computation. In Table 14 Item number two, the calculated wastage (Mean=4.23, and over-all wastage average (Mean=3.67 , rated above average (3.0). As students' response, it is possible to judge that lack of interest in education as crucial factor for grade repetition and drop-out (wastage). Likewise, teachers identified the same Item with great emphasis to show its high contribution of educational wastage. Besides this, the over-all wastage average depict that all respondents perceive students' lack of interest in education as one of the significant factors for educational wastage of primary schools of this study area. On the base of mean scores, it is possible to conclude that students' lack of interest in education could be included among the major causes for inefficiency/wastage/ of primary schools in this study area. Lack of interest in education may result from the way students see their future success in school work and future achievement.

The effect of low future success expectation of students on education of primary schools in this study area was checked (see Table 4). The computed wastage mean scores of students (Mean=3.77), teachers (Mean=4.08,), and over-all wastage average (Mean=3.84,) depicted in the Table are above the median rate (3.0). The reflected view of respondent students revealed that low future success expectation caused educational wastage in Lanfuro woreda at primary level. Furthermore, teachers strongly admitted this Item as highly contributing factor for educational wastage in this study area. The response value of expectation of students is one of the major causes of educational wastage of primary schools in this study area.

As shown in the Table above (see Table 4), the respondents were asked to rate to what extent the frequent absenteeism of students could contribute to grade repetition and dropping-out of school educational wastage/in primary schools in this study area. As a result, wastage mean values of students (Mean=3.71,), teachers (Mean=4.31,) and overall wastage average (Mean=3.84,) rated above the median rate (3.0). In strictly speaking, students categorized this Item among potentially affecting factors of internal efficiency of primary education. Furthermore, teachers have given high weight rather than students for its seriousness. In addition, depending on over-all wastage average, it is possible to include frequent absenteeism of students under basic causes of educational wastage of primary schools of the study area. Thus, according to over-all wastage average, the possible conclusion could be frequent absenteeism is one of the major factors of educational wastage in Lanfro woreda primary schools. It is possible to see this finding with conformity of another research finding which was stated as the schools with lower rate of absenteeism were efficient than those with higher absenteeism (Chantavanich and Fry, 1990).

Item number 5 presented in the Table 4, is the students' heath problem. Mean scores of students (Mean=2.76,), teachers (Mean=3.33,) and over-all wastage (Mean=2.89,) indicated in the Table **??** As one can see from the data, the mean responses of students rated blow the moderate rating (3.0) in contrast to teachers' response. This shows the opinion variation between teachers and students regarding this variable. Teachers admitted this item as a constraint that has a contribution to educational wastage; but students were not. Furthermore, the over-all wastage average reveals that student's health problem as not major reason of educational wastage in the study area. Even though, teachers identified students' health problem as important factor for wastage, regarding over-all wastage average, this variable is not included in major cause of educational wastage in the study area at primary level.

Even though, this finding is not in the same direction with previous research findings, it is impossible to expect good academic achievement from students without good health. Colclogh and Lewin (1993) teachers manifested for wastage is higher than that of students. This difference can be the results of degree of believe that the respondents have, to judge how much the mentioned variable could contribute to educational wastage in their locality. Moreover, the over-all wastage average also strengthened the contribution of this Item for the issue under discussion. However, the possible conclusion for this finding can be low future success largely on the characteristics of learners themselves whether they are well-nourished, having physical and mental health. As reported by many other findings, fever, malaria, recurring headaches, stomach pains, liver problems are serious in most rural and remote areas of developing countries. Such problems usually lead students to discontinue their schooling and/or performing low in the classes (Carl-Hill, 2002 and Bishop, 1994).

The last but not least student related variable incorporated in Table 4 was the students' low self-Factors Contributing to Educational Wastage at Primary Level: The Case of Lanfuro Woreda , Southern Ethiopia (conception due to the previous failure in exam. The contribution of this variable to grade repetition and dropping-out of school in the sample primary schools was computed. The calculated wastage mean scores of students (Mean=3.61,), teachers (Mean=3.5,) and the over-all wastage average (Mean=3.58,) found to be above the average rate (3.0). This reveals that both groups of respondents (teachers and students) perceived students' low self-conception due to the previous failure in examination as one of the significant factors for educational wastage (combined effect of grade repetition and drop-out). It is thus safe to conclude that the students' low

conception due to the previous failure in examination could be embraced among the main causes for inefficiency of primary schools in this study area.

Similar finding has been recorded by previous studies. For example, Graham (1991) stated that early failure in school would make children to be failure oriented. These children tend to lose the interest towards learning and do not expect themselves to be successful. The failure oriented individuals do not only tend to fail in examination, but also tend to decide to discontinue their education.

13 ii. Teacher Related Factors

It could be difficult to expect good performance and progress of students in schooling having teaching force with low or no interest and satisfaction in teaching profession. The provision Table 5: Teacher Related Factors Educational Wastage of Primary Schools in Lanfuro woreda (n=280)

14 Note : S=Student T=Teacher

In Table 5 for Item number 1, the calculated wastage mean value of students (Mean=3.48,), teachers (Mean=3.02,) and over-all wastage average (Mean=3.37,) observed. Regarding students wastage mean score, lack of encouragement to students from teachers can be put among the major causes of grade repetition and drop-out (Educational wastage). In similar fashion, teachers wastage mean value rated above the average score (3.0) that revealed the high contribution of the same variable to educational wastage. In addition, over-all wastage average was rated above the median, which was observed for Item number one. Thus, all respondents valued above median rating (3.0), as both respondents have mean value above the average, we can say that they agreed that lack of encouragement to students from teachers could be categorized as one of the major cause for educational wastage of primary education in the study area. This means in other words, the primary school students need encouragement from teachers to stay in school and to perform well.

Table 5 also indicates the assignment of less experienced teachers in resulting educational wastage at primary education. It is evident that, the calculated wastage mean scores of students (Mean=2.51,), teachers (2.09,) and over-all wastage average (Mean=2.42,) rated below the median on the Likert scale. In strictly speaking, the observed mean value of students showed the contribution of assignment of less experienced teachers to educational wastage is relatively low compared with teachers mean value. Furthermore, th over-all wastage average is still less than the moderate rating (3.0). Even though statistically significant difference was observed between teachers and students, the mean value for both groups is much below the average. Thus, it is not possible to include assignment of less experienced teachers as major causes for educational wastage of primary schools in Lanfuro woreda.

Teachers' disappointment in their profession is another variable treated in Table 5. For this variable mean score is below the average scale (3.0) that indicates this factor as having less significant role on the problem under discussion. However, depending on over-all wastage average, even though the teachers mean for the Item is lower, it is safe to conclude that the belief of students about disappointment of teachers in their profession could be among major causes for educational wastage of primary schools in Lanfuro woreda. The last teacher related factor treated in the Table 15 was assignment of less qualified teachers. The computed wastage mean scores of student (Mean=3.07,); teachers (Mean=2.61,) and overall wastage average (Mean=2.96,), of which only students mean is rated above median rate (3.0). This illustrates that students perceived assignment of less qualified teachers in resulting grade repetition and drop-out (wastage) as moderate problem in their school. In contrast, teachers didn't value the impact of this variable as not significant. Although both group of respondents responded dissimilarly, the Item was averagely rated around the moderate rating in over-all wastage. it is possible to use over-all wastage average (2.96). This score is around the median rate (3.0). Thus, assignment of less qualified teachers was not among the major causes for educational wastage of primary schools in this study area.

To sum up, among the four related factors lack of encouragement to students from teachers and professionally disappointed teachers were identified as major causes for high educational wastage of primary schools in the study area.

iii. School Related Factors Note : S=Student T=Teacher In Table 6 above, school related factors behind educational wastage of primary schools in Lanfuro woreda are treated. Pertaining to Item number one the contribution of distance from home to school to grade repetition and dropping-out of students in primary schools, the calculated wastage mean scores of students (Mean=3.73), teachers (Mean=3.71,) and over-all wastage average (Mean=3.72,) observed. As seen from the data, students indicated distance from home to school as a serious contributive factor to educational wastage. In most similar manner, teachers also agreed on wickedness of the same Item in resulting educational wastage in Lanfuro woreda. In general, both groups of respondents valued the impact of this variable on primary schools' greater than moderate rating (3.0). and also the over-all wastage average is above median rate. Therefore, it is possible to conclude that distance from home to school was among major causes for high educational wastage of primary schools in the study area.

Similarly, findings **??**MOE, 2003 and **??**abtamu, 2002) reported that students' home to school distance has a considerable impact on students survival in school and restricts performance due to fatigue. Lock heed and Verspoor (1991) also explained that it is a significant factor in determining school attendance. The World Bank (1980) report also indicated that the influence of distance particularly for low income families is serious. In rural

areas of most developing countries, children have to walk long distance to school and tend to dropping-out of school sooner if they are suffering from starvation.

Respondents were also asked to rate the impact of lack school facilities on educational wastage of primary schools in their local context. As indicated in the Table 16, the calculated wastage mean scores of student (Mean=3.57,), teachers (Mean=3.71,) and over-all wastage average (Mean=3.60,) illustrated that students rated above median point (3.0) The extent to which lack of school facilities contributed to educational wastage in the primary schools of Lanfuro woreda. Additionally, teachers ratings are above the moderate point (3.0).Moreover, depending on the over-all wastage average (as listed above), it is easy to conclude that lack of school facilities could be one of the major constraints of internal efficiency in this study area at primary level .Regarding respondents degree of opinion difference in their response about this variable Thus, lack of school facilities could be mentioned as one of the major causes for primary schools educational wastage in Lanfuro Woreda. This finding is in conformity with the work of Kainja and and its adequate service may significantly affect students' performance and progress. As stated by another researchers (Carl-Hill, 2002 and Habtamu, 2002) schools with better facilities and service are possibly more efficient than without.

Another school related variable treated in the Table 6 was learning in overcrowded classroom. As shown in the Table 6, the calculated wastage mean score of students (Mean=3.60) teachers (Mean=3.66) and overall wastage average (Mean=3.61) indicated that this Item was rated above the moderate score (3.0). As clearly we can see from the observed data, both groups of respondents (teachers and students) expressed their strong agreement in identifying learning in overcrowded classroom as a potential cause for educational wastage in primary schools of Lanfuro woreda.

Therefore, it is possible to conclude that overcrowded classroom was taken as crucial cause for high educational wastage of sample primary schools. On other hand, this finding implies that through minimizing the number of students in the class, the rate of educational wastage in primary education can be reduced.

This finding is confirmed by Kapakas'(1992) report which showed large class size as one of the causes for wastage. In addition overcrowded class is one of the major causes for the decline of educational quality.

Furthermore, the response of interviewee of sample school principals (5 in number) with regard to the sufficiency of educational materials and facility in their school, most of principals (three of them) pointed out that there is scarcity of educational materials; but few of them (2) said the educational materials are sufficient for the teaching purpose as well as available for learners. In addition those who said there is shortage of educational materials, as their report the reason for shortage was mismatch of text books, teacher guides and other materials that are printed and distributed by the Regional Education Bureau with number of students.

15 VI.

16 Findings

The data obtained were analyzed using different statistical tools like percentage, mean, median. The analysis resulted in the following findings.

1) The results of the study also indicated that the phenomenon of drop-out has made higher contribution to the over-all wastage rate relatively compared with grade repetition. 2) Among the personal characteristics of students considered sex, age, marital status had no influence on students' performance. Because most student respondents were in the age interval of 13-15 years which is normal age for general primary school attendants. In addition, the overwhelming majority of them were (80.4%) single. 3) Among students' family background characteristics (parents' education level, provision of educational materials, activities at home and parents' occupation) seem to have significant association with students' academic status. In spite of this general picture, large number of parents (56 %) was illiterate. Similarly, most parents didn't give necessary support for students. As a result 62.1% (n=174) of students' educational material costs and other educational expenses covered by respondents themselves. So, this could be Mkandawire **??**1989). He documented that material inputs and grade repetition (wastage) of students in sample primary schools. Under the variable students' attitude toward learning, reason for going to school, the students response indicated that the majority of them 65% (n=182) like learning. This means most of students have positive attitude towards school learning, but their unsatisfactory success may be due to another factor. Students also expressed their self-concept about their capacity. As observed from their response, most of them 76.9% (n=189) believed themselves as low achiever. Therefore, the attitude students attach to their performance can hamper their survival in the education system. 5) Of the teachers' characteristic variables, 54.9% were males and 45.1% were females. Most of teachers (68%) also categorized in the age interval of 25 years and below, where as few number of teachers (0.14%) aged above 35 years. Majority of teaching force in study area were TTC graduates (i.e. 81%). This can have an impact on internal efficiency of education system. Among sample teachers, although almost above 50% of them reflected their satisfaction in being teacher, it is clear that, number of dissatisfied teachers is not few so that this could have great contribution for educational wastage. 6) Respondents rated student related variables in general as major factors for inefficiency (wastage) of primary education in the woreda. Specifically, failure in study hard, lack of interest in education, low future success expectation, frequent absenteeism and low self concept due to previous failure in exam were more emphatic to contributing grade repetition and drop-out. 7) Among teacher related factors, lack of encouragement to students from teachers and professionally disappointed teachers have identified as major causes for educational wastage

of primary schools in Lanfuro Woreda. But assignment of less experienced teachers and less qualified teachers failed to have significant contribution to educational wastage in primary schools of the study area.

17 Conclusion

The wastage was severe among boys than among girls. It has also been found that second cycle primary level was more affected by the observed high rate of wastage. The study further disclosed that students related, school related, and socio-economic constraints were found out significant in their high contribution to educational wastage of primary education in Lanfuro Woreda. From all these, it seems true that the primary education in Lanfuro Woreda functioning with low efficiency.

18 Recommendations

On the basis of findings and conclusion drawn, the following recommendations were forwarded. 1) As the finding of the study indicated one of the major causes for low internal efficiency (wastage) of primary education in the study area is socioeconomic constraints like lack of material support. These shortages lead students to involve in income generating activities to fill educational requirements and other needs because most of parents failed to provide the necessary financial and material assistance for their children. Therefore, it would be advisable if: Primary school leaders in collaboration with Woreda Education Offices and Zonal Education Department to work on awareness creation among parents to consider the effects of lack of educational material support on their children's learning and making them responsible to offer the necessary support is the prime solution to minimize wastage. 2) Students drop-out increases with increase in distance a student moves to school. Students traveling long distances to school are more likely to drop-out of school. It is generally significant in rural area.

Although the government made attempt to expand the access of primary education for all schoolaged children, still this study show that school distance as one of the major causes of educational wastage. Therefore, the regional and Zonal governments and 3) It should be noted that of all the components that are needed to make an education system viable, functional, and productive is the availability of qualified and satisfied teaching force.

The study revealed that almost half of the teaching force in the sample schools is dissatisfied with their profession. This dissatisfaction in being teacher is not due to disliking the profession itself, but it is due to the nominal salary and poor residential condition (especially rural teachers). Therefore, it is recommendable that: a) Regional Education Bureau and Zonal Department of Education arrange a kind of remote area incentives; it could be in the form of housing allowance, free heath care and so forth. b) Regional Education Bureau and Zonal Education Department should prepare refreshment courses such as seminars, workshops and conferences by initiating NGO's or development association's to help teachers to update and upgrade their professional competence. This possibly may 4)

19 VII.

VIII.

4) The finding indicated that, non conducive school environment is embraced under major causes contributing to educational wastage in Lanfuro Woreda at primary level. To be successful school, there should be health and comfortable school environment. School climate should be one in which every student and teacher feel safe. If students and teachers are comfortable, then teaching and learning become much easier. Being comfortable is also a combination of several different factors such as adequate usable space, noise control, sanitation, water supply, effective communication and so forth. Thus, health environment is the state of complete physical, mental, and social well being.

It is apparent that conducive and attractive school environment is determinant factor in attracting students to come to school and perform well. Indeed, it is possible to make school environment conducive and attractive by the effort of school leaders, local administrators and other stakeholder's commitment with the support of government. So, these concerned bodies take responsibility to minimize wastage (grade repetition and dropout) in the study area. 5) Overcrowding can have negative effect on students and teachers. Students who are seated one another in the classroom might have differently focusing on the lesson. The invasion of personal space and feelings of being crowded both contribute to the lack of focus. In addition, students can be distracted by noises that are in close proximity to them in an student in education has no vision for tomorrows success as a result he/she fails to study hard and frequently absent from the class. The final result of this phenomenon can be repeating a grade or dropping-out of school. Therefore, to minimize those problems and to make students visionary, schools should have the meaningful and continuous guidance and counseling service to reshape the students' behavior. 7) Since this study is not an end to area factors contributing to educational wastage, further studies that participates relatively larger numbers of respondents should be carried out focusing the same area. increase teacher's satisfaction so that student's grade repetition and drop-out could be minimized. overcrowded classroom. Teaching in overcrowded classroom is stressful for the teacher who has to adapt lesson plan to focus more on work that students can complete at their desks in instead of group work and other student centered teaching method. These lead to less learning and low test scores which causes educational wastage. To eliminate this overcrowded classroom problem as the finding indicated more schools will be need to be built, or more sections should be created with sufficient number of teachers and facilities. 6) The finding of this study indicated

that all of student related variables except students' health problem such as failure to study hard, lack of interest in education, low future success expectation, frequent absenteeism, and low self concept due to previous failure in exam were identified as major causes of educational wastage. It is apparent that most of these variables are strongly associated with the student's personal behavior. These behaviors might be emanated from lack deep rooted interest in education from the very beginning. Uninterested [1] [2] [3]

Figure 1:

Factors Contributing to Educational Wastage at Primary Level: The Case of Lanfuro Woreda, Southern Ethiopia

II.

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[Note: UNESCO]

Figure 2:

1

No. Characteristics

Figure 3: Table 1 :

[1]Factors Contributing to Educational Wastage at Primary Level: The Case of Lanfuro Woreda , Southern Ethiopia

[2]Year 2015 © 2015 Global Journals Inc. (US)

[3]Year 2015 © 2015 Global Journals Inc. (US)

2

No		Characteristics	No.	Response %
1	Reason for going to school:	I like learning	182	65.0
		I see my friends	50	17.9
		my teachers	18	6.4
		My parents ordered me	30	10.7
2	Self concepts of students:	I am excellent student	26	9.3
		I am medium achiever	65	23.2
		I am low achiever	189	67.5

Figure 4: Table 2 :

4

No. 1	Factors Failure to study hard	Respondents S T	Means of repetition 4.43 3.54	Mean of drop -out 3.42 3.52	Weighed Mean of Wastage 3.93 3.54	Overall wastae average 3.84	Year 2015 13 Volume XV Issue VI Version I
2	Lack of interest in education	S T	3.83 4.39	3.18 4.06	3.50 4.23	3.67	(G)
3 4 5 6	Low future success expectation Frequent absenteeism Pupils health problem Low self conception due to previous failure in exam.	S T S T S T S T	3.63 3.94 3.76 4.29 2.62 3.54 3.62 3.67	3.9 4.21 3.65 4.33 2.89 3.12 3.59 3.33	3.7 4.08 3.71 4.31 2.76 3.33 3.6 3.5	3.84 3.84 2.89 3.58	Global Journal of Human Social Science -

Note : S=Student T=Teacher

Table 4 presents students and teacher's ratings of students' related factors that linked with educational

Figure 5: Table 4 :

5

No	Factors	Respondents	Means of repetition	Mean of drop-out	Weighed Mean of Wastage	Overall Wastage Average
1	Lack encouragement to students from	S T	3.54 2.75	3.41 3.29	3.48 3.02	3.37
	teachers					
2	Assignment of less experienced teachers	S T	2.52 2.08	2.51 2.09	2.51 2.09	2.42
3	Professionally disappointed teachers	S T	3.69 2.58	3.69 3.31	3.69 2.95	3.52
4	Assignment of less qualified teachers	S T	3.09 2.64	3.04 2.57	3.o7 2.61	2.96

Figure 6: Table 5 :

6

e

wastage mean scores of students (Mean=3.69,), teachers (Mean=2.95,) and over-all wastage avera
No. 1 2 (Mean=3.52,) were observed. As it is possible to see, Factors Respondents Mean of repet

3	Learning in overcrowded classroom	S	3.68	
		T	3.86	

Figure 7: Table 6 :

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