



AN ASSESSMENT ON THE
EFFECTIVENESS OF POLICY MEASURES
IN PROMOTING GIRLS' EDUCATION IN SECONDARY
SCHOOLS OF AMHARA REGION

BY
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ACRONYMS /ABREVIATIONS

DFID	Department for International Development
ESDP	Education Sector Development Program
FDRGE	Federal Democratic Republic Government of Ethiopia
FGD	Focus Group Discussion
GER	Gross Enrollment Rate
HEI	Higher Education Institute
MOE	Ministry of Education
TEI	Teachers Education Institute
TGE	Transitional Government of Ethiopia
TVET	Technique and Vocational Education and Training
UNICEF	United Nations International Children's Fund
UPE	Universal Primary Education

Abstract

The main purpose of this study was to assess the effectiveness of policy measures in promoting girls' education in Amhara region. It was delimited to 3 policy measures (guidance and counseling, tutorial service and educational forum). To maintain the purpose of this study, descriptive survey method was employed. Various literatures were used as a source of data besides female students', their parents, teachers, and educational experts' were taken as source of information through questionnaires, FGDs and interviews. Sample population was selected using stratified and simple random sampling and statistical tools like mean, median, mode, percentage, standard deviation, t-tests and chi-square were employed and interpretation was made accordingly. In addition, qualitative data were also analyzed manually. As a result, it was reported that awareness level especially on guidance and counseling as well as educational forums was low. Observed achievements with regard to the 3 policy measures, was found to be moderate. In relation to this, guidance and counseling service was said that it was not helping low achieving female students. Among the teaching modes, brain storming and reflective debates were reported as not commonly applied compared to the others. In addition, the study indicated that tutors give tutorial classes in mixed sense as significant number of teachers agree that giving tutorial classes is a must and on the other hand it is given based on teachers' interest. Guidance Counselors were weak in establishing rapport relationship with counselees. Moreover, it was discovered that female students had positive attitude towards the 3 policy measures. Work load on teachers and counselors, scarcity of skillful speakers, unavailability of comfortable and physical environment, and no/less prior information on forum topics were the main impediments of the implementation of the 3 policy measures. Hence, among forwarded strategies some like; developing overall manual to carry out tutorial classes, guideline for guidance and counseling session, making educational psychologists as guidance counselors and designing annual plan for the implementation of educational forums were the major ones hoping that schools and other concerned and responsible bodies should turn it into reality.

Chapter One

The Problem and Its Approach

This chapter deals with the problem and its approach. It consists of the background of the study, statement of the problem, significance, objectives, delimitation, operational definitions of key terms, and organization of the study.

1.1. Background of the study

In every country, whether it is already developed or developing, the role of education in making the process of development smooth is taken as a major contribution. Providing education to all eligible boys and girls is also another main side of attaining development in each and every dimension. Educating both boys and girls also helps the current and needed urge of the world, which is Universalizing Primary Education (UPE). However, girls' education is still a critical issue in developing countries like Ethiopia. With regard to this, DFID (2005) points out that three quarters of the girls not attending school globally, live in Sub-Saharan Africa and South and West Asia.

Educating girls has a lot to offer for development as they are half of the population. In Ethiopia, starting from church and mosque education, girls were not allowed to have education; in other words, education was given for boys especially boys from well to do families. On the other hand, education of that time was mainly about promoting religious doctrines. According to Solomon (in Seyoum Tefera 1986) both institutions favored boys over girls.

Again, in modern education, the print of church and mosque education played a great role in the participation of girls. After this kind of traditional education in Ethiopia, modern education which was introduced around twentieth century did not bring a significant change in the participation of girls. Seyoum (1986) indicates that Menelik's 1906 proclamation which stated that, all six year old boys and girls should attend school did not seem to have made significant break through in subsequent years. In relation to this, Teshome (1979) illustrates that in the year 1905 there were 100 students of whom 12 were females. Seyoum continues saying that long after Menelik's proclamation regarding the education of women, the first government school for

girls was opened in 1931 by Empress Menen. Starting from this time, good efforts have been made; even if the limited number of girls in schools is still a problem in Ethiopia.

As this is the fact, there are a number of reasons why we should do our best to promote girls education. UNICEF (2006) explains the very advantage as an essential part of winning the fight against global poverty. On average, an educated girl boosts the income of her family and her community; has fewer and more healthy children; and is less likely to contract HIV/AIDS. The benefits of girls' education extend beyond the local community. Studies show that increasing the number of educated girls in a country fosters economic growth, promotes political stability and reduces health care costs.

Educating girls and women results in healthier, better educated children and grandchildren; fewer maternal deaths and reductions in the under five mortality rate; delayed marriage and better parenting skills; improved literacy and numeric skills leading to greater economic opportunities; as well as more skills and knowledge enhancing women's self esteem and well being of families.

Strengthening this point, UNICEF (2004) quotes the then Secretary-General of the United Nations Mr. Kofi A. Annan. He said;

Study after study has taught us that there is no tool for development more effective than the education of girls. No other policy is as likely to raise economic productivity, lower infant and maternal mortality, or improve nutrition and promote health- including the prevention of HIV/AIDS.

It is thus imperative that in order to make sure the above advantages are gained, all possible interventions should be made and have to be examined with a view to what extent they are met.

1.2. Statement of the Problem

A number of researchers have made girls' education their topic and identified several related problems. Ethiopia is forced to have many untapped resources as a result of few numbers of female students compared to that of males in schools. Because of this, MOE (2006) heralds that different services and forums of support were provided to retain female students in schools and to improve their academic performances. These included scholarships to girls from poor families, tutorial guidance and counseling services. The scholarship support was provided to 1380 grade 9 and 10 female students with high academic performance who came from very poor family background. Attention was also paid to raising the awareness of communities and teachers and improving the schools' environment to make them friendly to girls. As a result, the GER for girls at secondary level (grades 9 – 10) increased from 11.25 in 1999/2000 to 19.8% in 2004. However, the gender gap rose from 2.2% in 2004 to 10.5% in 2007. This implies that this needs a serious attention.

This implies that still there is much to do to tackle the problem. Various strategies have to be designed and implemented effectively. When doing this, we have to bear in mind that strategies have to have different colors and appearances in relation with locations. This is why; MOE (2006) says locally relevant measures will be initiated to prevent social and cultural barriers to the education of girls.

Following this, different strategies have been developed and are being implemented to minimize the aggravated problem observed in girls' education. Recognizing this, the Ethiopian Education and Training Policy: TGE (1994), article 3.7.7 reads;

Special attention will be given to women and to those students who did not get educational opportunities in the preparation, distribution and use of educational support input.

Based on this, the MOE (2006) introduced the following policy interventions to promote girls' education;

1. Building more schools nearer to the community;
2. Developing reference materials depicting women role models;
3. Expanding adult literacy program for parents to enhance awareness on the benefit of education in general and girls' education in particular;
4. Introducing systems making teachers and head teachers accountable for actions detrimental to the access and survival of girls;
5. Celebrating girls' day in schools;
6. All female students completed grade 10 entitled for at least one year TVET in government institutions. Priority given for 10+2 and 10+3 female trainees over their male counterparts fulfilling the basic criteria;
7. Guidance and counseling services for female students in secondary schools;
8. Tutorial services for female students;
9. Strengthen special supports for female students in the HEIs;
10. Involve gender training in pre-service and in-service teacher training programs and provision of incentives to teacher education institutions that enroll and retain more female students/trainees;
11. Strengthen educational forums;
12. Regional women's forums work closely with teacher education institutions (TEIs) and;
13. Organizing series of in-service capacity building programs for women leaders.

Assessing all these policy interventions would have been very illuminative. However, the time, cost, and energy that such a task involves are so huge; this study focuses only on three selected policy interventions.

So, this study had in mind to answer the following basic questions with regard to the effectiveness of the selected policy measures.

1. To what extent is the school community aware of the policy measures?
2. How effectively are the policy measures being implemented into action?
3. What observable achievements have been attained?
4. What is the attitude of girls towards the policy measures?
5. What are the major hindering factors of the implementation of the policy measures?

1.3. Objectives of the Study

The general objective of this research was to assess the effectiveness of the policy measures in promoting girls' education. In addition, the specific objectives were to know the awareness level of the school community about the policy measures, examine their implementation as well as assess the observable achievements resulted from them, know the attitude of the girls' towards the policy measures, and point out the difficulties encountered in the implementation.

1.4. Significances of the Study

The policy measures forwarded to promote girls' education can effectively function when the existing problems of implementation are identified by researches. Therefore, this research is significant because it could create a possibility for schools to be aware of their position in implementation of the policy measures so that they would be able to find directions to implement the policy measures in a very successful way. On the other hand, there is another side that waits for a research's output to use it as an input. This is to mean that policy makers could find the results of this research very helpful in modifying the strategies. Finally, interested researchers would find this research as a base and helps them to build their knowledge in assessing other policy measures which are not included in this research.

1.5. Delimitation of the Study

Researching each and every dimension of a topic is not an easy task and has a lot to offer for the accuracy of the research. To make this research brief and focused, it was delimited to only 3 of the 13 policy measures in order to make it manageable and thereby investigate the problems thoroughly. These policy interventions were; guidance and counseling, tutorial services, and educational forums.

These policy measures were researched in four zones of Amhara Region (Bahir Dar special zone, Misrak Gojam, Semen Shoa and Mirab Gojam zone). Again the focus was on grade 9 and 10 female students (general secondary school level) because; it is the education level where more girls start to go behind boys.

1.6. Limitations of the Study

In conducting a research, there are many things that have to be fulfilled in order to make it successful. However, in this research three major problems have been faced. The first one is the shortage of recently written materials especially on tutorial services and educational forums. Hence, most of the time, the researcher was forced to refer to long aged books. Secondly, financial constraints have a role in limiting the sample size used in the research. Lastly, due to BPR (Business Process Re-engineering) meetings, finding zonal and regional education experts to conduct interviews had been a challenge.

1.7. Operational Definitions

The following terms are defined as used in this study.

Girls' Education - a formal education in which girls attend.

General Secondary Schools - schools of grade 9 and 10.

Policy measures - interventions set by the Ethiopian government in order to promote girls' education.

Tutorial Service - classroom lessons given by teachers besides the formal the formal one.

Guidance and Counseling service – advisory service given to students in high schools.

Educational Forum - Discussion on various issues of education.

Tutors – teachers giving classroom lessons in addition to the formal classroom lessons.

Tutees – those students attending lessons tutors give.

Guidance Counselor – who gives advises on various school and educational issues to students.

Counselees – students who get various school and educational advises from guidance counselor.

1.8. Organization of the Study

This study is organized under five chapters. The first chapter deals with the problem and its approach including background of the study, statement of the problem, significance, objectives, delimitation, limitations, as well as operational definitions used in the study. The second chapter is concerned about review of related literature with regard to the selected three policy measures; while the third one deals with the research design and methodology the study. Data presentation and analysis are presented in the fourth chapter. The last chapter which is chapter five presents the study's summary, conclusion, and recommendations.

Chapter Two

Review of the Related Literature

This chapter presents the review of the related literature in particular reference to topics related with the three policy measures namely; tutorial service, educational forum, and guidance and counseling. It consists of definitions, characteristics, as well as principles of the services.

2.1. Guidance and Counseling Service

In a school environment, as there are both inter and intra communications, guidance and counseling usually gives a hand in resolving problems in many ways. Guidance assists students in deciding where to go, what to be and what to do, how to accomplish best their purposes, and how to solve problems. Through guidance and counseling, we can identify self information like self interest, abilities, problems, and capacities with future aspirations.

In relation to this, Flaum (1953) says in high schools where each member of the school is continually dependent, guidance becomes a function where directed educative experiences are constantly taking place, either directly or indirectly. For most of the students guidance is most effective when it is viewed and understood as a means of transmitting and integrating values for their needs or the development of constructive, creative interests and behaviors. In this sense, guidance is a process of problem adjustment under the direction of a trained teacher or special guidance person who can help the individual find his or her own solutions to his or her problem. This adjustment is a process of personal growing and self-understanding through vitalized educational experiences which affect the student powerfully so that personal behavior change occurs. Guidance is essentially a process of helping the individual find purposeful direction to his/her learning.

Skinner (1962) also defines guidance as the course of students' progress toward maturity; growing persons need help in learning to adjust to themselves, to other people, and to changing circumstances. Some need much help; others relatively little. A few students need continuous assistance; on the other hand others relatively little; and a few need continuous assistance; other requires occasional help only. The kind as well as the amount of help needed varies with individual needs and the conditions under which they occur. Guidance may be regarded as the process of providing this help.

Generally, with this fundamental benefit of guidance, high schools should make their students benefited from a standardized service of it. Again according to Mortensen (1962), through guidance the individual is helped to develop in ways that will enable him/her; to strengthen the use of his/her own abilities, to make wise choices, and to face problems he or she will encounter in and out of school. This strengthening of the individual's determination and power to use his or her own abilities become, then, the central function of guidance.

In the preceding pages, words like education and school were mentioned a number of times. This creates the question of what relation exists between guidance and education. Mortensen (1962) says guidance is part of the larger and more inclusive social institution of education. Thus, the major objectives of guidance and the school are identical: the preparation of desirable citizens who accept effective roles in society. Whereas the goals of guidance are the same as the goals of education that emphasize individual development and competence, there are very important distinctions between the specialized personnel and services of guidance and of other areas of education. Perhaps this difference can best be explained by first demarcating the areas of education and then setting forth the specialized area of pupil personnel and guidance. It is assumed, and most educators concur, that the educational process may be separated into three well-defined areas as Mortensen (1962).

1. **Instructional** - All phases of teaching which are involved in imparting knowledge, skills, and attitudes to pupils are included.
2. **Administrative or leadership** - This is the area where responsibility and authority for the functioning of the educational process are placed. Many problems such as planning, budgeting, staffing, building, and supervising are involved.
3. **Pupil personnel (and guidance)** - It is this new area of education that specialized personnel are required to perform the services and functions needed to make certain in a complex society. Every pupil personnel services as a separate and respected area of the educational process increases its effectiveness as part of the team of instructional, administrative, and pupil personnel services.

The above points making guidance different from education and on the other side, making guidance similar with education brings the fact into mind that the two are very interrelated. However, guidance is not teaching or giving trainings but teachers may give guidance and in relation to this teaching is not equivalent with guidance.

Most of the time, in schools, guidance and counseling is being done not only by guidance counselors. Breaking it down into many sentences, Flaum (1953) says in the guidance process, whether the individual is being assisted by a guidance counselor, teacher, or fellow student, the individual must learn to examine the advice given, the experiences of other, the information which he or she has relative to his or her problem and arrive at a conclusion by which he or she must abide until finds the conclusion to be wrong or further evidence is obtained which makes it necessary for him or her to modify the conclusion. This process of self understanding and self-appraisal helps the student to learn, to think and act for him or her. Though, there is the discovery of own needs and the necessity for making intelligent choices and decisions, the student becomes aware of the effectiveness of the guidance function in his or her own life. However, Flaum (1953) and Warters (1964) seem to be concerned about the responsible body for giving guidance saying as much of the guidance work as possible should be done by class

teachers so that guidance and instruction may be closely related. Guidance and instruction are not, however, the same; and while much guidance may be provided apart from teaching. To expect a teacher to provide all the guidance services needed by all his or her counselees, or to expect him or her to fulfill all the functions as a counselor; while fulfilling the functions as a teacher, is to expect too much – no less than a miracle. Likewise the teacher, does as much as he or she can at one time, but there are times when he or she must do one thing and let another go undone. It is usually the teaching that is done and the counseling that lets goes undone.

This all means even if it is still fruitful giving guidance service by teachers, it would be much better, if it is given by professionals. As Warters (1964) states there is evidence of improvement in the counseling situation at the secondary school level which is the trend toward decreased use of teacher – counselors and increased use of full-time counselors. The term teacher counselor is generally used to describe the student personnel worker who is released from teaching on a part time bases for the purpose of counseling or who provides counseling as an adjunct to teaching without released time for this purpose. So, counseling could be delivered according to one of the three patterns of organization; Full-time counselors, Teachers with released time for counseling, and Teachers counseling without released time for this purpose.

As these people are supposed to do guidance and counseling, what is supposed to be done by them is another key point to be discussed. With regard to this, Flaum (1953) argues that the function of the counselor will vary with the size of the school and its philosophy which is assisting the student in all the areas of his or her life. The Counselor

1. Helps students direct and plan their orientation activities.
2. Advises with teachers relative to the need for remedial work for particular students.
3. Advises students regarding their vocational and personal plans.

4. Advises students concerning their – school life and possible plans for further education and professional careers.
5. Advises students about their long – term plans for their present school.
6. Is in constant touch with teachers regarding students who consistently fail in class work and whose problems are deeper than academic failure alone. Discipline problems, emotional adjustment problems, social adjustment problems, social relations problems are areas in which teachers make real use of the guidance counselor to assist them in their teaching problems.

With these functions of guidance and counseling in secondary schools, the guidance counselor is expected to be socially intelligent, educator who has maturity of judgment and wide experience in vocations, extra class activities, and human relations. He or she should be an expert in conducting interviews and administering and interpreting tests. He or she must have confidence and respect for student as personalities also must be sympathetic but not overly sentimental. A sincere, energetic sense of responsibility to students' needs is what is expected of a guidance counselor too. The guidance counselor must be cultured, but not a snob and technically well trained but must be flexible and have initiative and originality. Above all, in working in high schools, must always remember that individual counseling is a unique, integrated function in the high school program as each student has the right to expect his or her personal problems to be dealt with individually.

The following are 9 basic principles of guidance and counseling that are mentioned several times according to Warters (1967);

1. It is concerned with the individual as a group member.
2. It is concerned with the whole student.
3. It is for all students.
4. Individual differences should be determined and provided for as possible.

5. It is directed toward helping the individual to become progressively more self-understanding and self directing.
6. It does not deprive the individual of the right of choice.
7. It is a continuous process.
8. To function well, counselors need the knowledge, skills, and understandings that are best attained through professional education.
9. Organization is needed for the counseling program to be effective.

Techniques usually used by the guidance counselor in high schools

Among various techniques that can be employed in counseling process, three techniques are the general counseling techniques that the guidance counselor can apply. According to Flaum (1953), Mortensen and Allen (1962), and Warters (1964), techniques used in guidance and counseling are;

1. Diagnostic Techniques

The individual interview is the most effectively used of the diagnostic techniques. In the individual interview the causative factors in the student's behavior adjustment problem are discovered. It is during this interview that the student expresses him or herself freely in regard to his or her difficulty. Before meeting with the student the counselor should be prepared by studying all the available data on the student that his or her cumulative record provides. He or She should develop a flexible plan of approach but must allow the student to take the initiative in beginning the interview.

2. Counseling Techniques

The most effective counseling technique for individual student is an approach where the student is helped to develop his or her own objectives and make his or her own decisions in order to solve his or her problems rather than have the counselor solve it. The counselor provides the student with the necessary information to help his or her solve problems. The counselor helps the student to develop confidence in him or her. However, the counselor does not answer

the students' problems. The student must do that for him or herself in order to grow and become confident of counseling aid.

The guidance counselor does not tell the student; rather suggests, questions, helps the student go through a period of self examination and understanding, but he or she does not assume a dictatorial, all knowing attitude and proceed to solve the problem for the student. In brief, the counseling technique must be adjusted to the problem and personality of the student. In order to do this the counselor must be ingenious, realistically, experimental, mature, and understanding. The technique is never anything more than a means to attain a constructive end; it is not the end by itself.

3. The Referral Technique

The referral technique is a form of follow-up of the diagnosis and interview. Specialists within the school are used whenever possible as guidance aids. Students are referred to them for interviews or visits. James and Charles (1968), say that guidance should not be construed to indicate the dominance of one person by another. Good guidance practices are those that help the individual to learn to manage his or her own affairs and to live own life. The purpose is not to make the individual constantly dependent upon others for direction but rather to assist in becoming confidently self-directed. The integrity of the individual is a paramount consideration in guidance activities.

2.2. Tutorial Service

The second policy intervention to promote girls' education selected for the purpose of this study is tutorial service. Elliot (2000) defines tutorial program as a special instruction designed to help students catch up a desired level of academic achievement.

3. **Observe Performance; Check for Errors; Ensure all Errors are Corrected.** By closely observing tutees performance, check for errors; and correcting it accordingly might be one of the major principle of tutoring. Errors could be helpful for a positive learning opportunity if recognized as errors, but if not it compounds faulty learning.
4. **Discuss, Praise and summarize/review.** Discussion promotes learning and develops deeper understanding, and praise is a powerful energizer for success, if it is applied correctly. At the end of every tutoring session summarizing a discussion and reviewing the most important points is always helpful.

The principles of organizing tutoring include:

1. **Recruit and match learning partners with care** – This process might be seen as a pillar of the tutorial practice. In this case, a variety of research findings present different research results. Some recommended using professional tutors (teachers); while others volunteer tutors and etc.
2. **Some research findings suggest, based on profound evidence, that tutoring by those who are very able in the subject is more beneficial to the tutee.** Besides subject knowledge, the tutors' method of tutoring believes to have its own contribution. Therefore, the organizers of the tutoring program should pay a very serious attention to the process of recruiting and matching partners.
3. **Specify tutoring method; provide training and access to materials:** Research findings on tutoring consistently find that more structured methods in which tutors receive training tend to yield better outcomes. Therefore, to maximum effect, specifying tutoring method and providing training and access to materials have its own positive contribution. The following practical applications are recommended:

- 3.1. Specify tutoring method.
 - 3.2. Training – train tutors and tutees together if possible. Tell them what to do. Then demonstrate what they have to do. Then give them a written and/or graphic reminder of what they have to do.
 - 3.3. Train in general tutoring skills including how to establish a comfortable relationship, how to present tasks, how to give clear explanations, how to ask questions and etc.
 - 3.4. Train in specific tutoring skills that are relevant to your tutoring method and/or materials.
 - 3.5. Contracting – you might wish to have tutors and tutees sign some form of contract.
 - 3.6. Access to materials – these are special materials that are specific to a tutoring program. Or they might be regular classroom or publicly available materials. Some times the materials are specially made that can be produced by the tutor.
4. **Monitor, give feedback and intervention to maximize effectiveness.** Tutoring is most frequently effective. However, a minority of the tutoring practice, some times do not show effectiveness. Being effective or not comes from a number of reasons. Be very careful throughout the planning of tutoring, training the tutors as well as tutees, and providing appropriate materials. Then monitor the implementation of the tutoring and give feed back and intervene when ended.

2.3. Educational Forum

The third policy intervention selected for this study is educational forum. As forums by their very nature have the power to transmit ideas, we can say a lot on different educational issues using it so that awareness can be created. Educational forums can be held in different levels for different level of audiences. Many find it a good opportunity to exchange ideas about burning issues and to add some kind of new knowledge into the existing cognitive structure.

As to Baird (1950) definition, a forum is a discussion implying a large popular gathering, under either public or private auspices, in which the leaders expound or argue an important problem and the audience later takes a hand in questioning the speakers and in making brief, offhand speeches. Usually involves; a series of meetings, a consideration of public problems, some application of the discussion technique, and the exercise of competent leadership.

Again as to Mary in (Auer 1946) forums are meetings in churches; in school rooms, libraries, museums, and public auditoriums; in settlement houses, club houses, and apartment houses; in the assembly rooms of labor unions and professional associations; in shelters for transient dwellers and in parks for passers-by. They meet in the morning, the afternoon, the evening; at luncheon, at tea, and at dinner.

Whenever one thinks about forums, usually matches it with discussions, panels, symposiums and the like. It is perceived that they are one and the same. But, the truth is they are classified under forum. Accordingly, Baird (1943) categorizes forum as:

1. **The Lecture forum** – is the most popular form of forum with a question period following. The method, like other community forums, may be applied in school and college classrooms and elsewhere on campuses. One person presents a speech, usually thirty on forty minute in length, followed by a question – and - answer period, somewhat shorter, by the audience. A variation of the method is to use the lecture –contribution plan, by which the audience not only questions, but offers short speeches. The speaker, obviously, should be an expert on the subject.

Lecture forum has advantage as well as disadvantage. The advantage is that mostly college students get a large amount of information in compact and coherent form through the lecture as contrasted with the more distinctive classroom recitation or discussion. The disadvantage on the

other hand is the lecturer often reflects bias and so destroys the atmosphere of open-mindedness. Certainly any lecture should be followed by small discussion group conferences.

2. **The dialogue** – this method differs from the lecture in that two speakers rather than one attempt to bring out the pertinent facts and opinions. The proposed lines of a subject development skeleton should be carefully explained to the audience so that it helps the audience to closely follow the arguments.

The two speakers are, by assumption, equally well informed on the subject, equally at home before audience, equally skilled in give and take discussion, equally well established in public reputation. One is chairman and chief proponent. The other is the respondent. The chairman becomes a coordinate agent in the exposition of the problem. By question and answer the subject evolves. Each questions the other one; each should use the same amount of time; and, if the period is a success, the two should find themselves eventually in some agreement. Then the audience is privileged to contribute. The dialogue type lends itself to the school or college classroom. Two students, equally efficient as speakers and thinkers, may talk for twenty minutes, after which other students will have their vocal period.

3. **The Panel** -- this method is excellent, provided that the administrators can secure competent members. Ewbank and Auer (1946) and Baird (1950) express panel forum as popular form of public discussion and was developed by Harry A. Overstreet in 1932 convention of the American Association for Adult Education. The purpose may be to give the audience a better understanding of the problem or, if the audience is already familiar with the question, to consider the advantages and disadvantages of possible courses of action. Panel members should be chosen after the purpose of the meeting has been determined.

The number depends on the nature of the topic, the length of time available for the meeting, and the number of speakers whose services can be secured. Panels have the advantage of giving the audience the experience of witnessing good-tempered discussion among people with decided differences of opinion, in the tendency to minimize points of difference that usually results, and in the interest with which we listen to good conversation. The tendency to wander from the outline, resulting in a seemingly aimless discussion and the tendency for panel members to make less careful preparation than they would for a speech, results in a superficial consideration of the problem are considered as disadvantages of panels. But these disadvantages can be largely avoided by a skilled chairman; and by insistence on the same standards of thinking and speaking as would be required for the lecture on the debate. However, the other disadvantage of panel is that it does not give any speaker the opportunity for a unified and thorough exposition or defense of his or her point of view.

4. **The symposium** – in this type of program three or more persons, well qualified to treat a subject, are scheduled to give representative views on a topic. The addresses are set speeches.

According to Baird (1950) and Ewbank and Auer (1946) symposium is marked by the set speeches assigned to each leader. Whereas the more informal types are made up of conversational exchange, the symposium consists of three or four prepared speeches related to a common problem. The entire symposium occasion would include; prearranged talks which together would reflect the representative approaches to the problem, panel of the same symposium leaders, and finally, audience participation is there as in the panel. In the symposium, as contrasted with the panel, the audience has a better opportunity to gain a systematic and authoritative presentation of the entire problem.

On the other hand, Ewbank and Auer (1946) say when the symposium is limited to two speakers with opposing points of view; the result is a debate forum. This type might be classified either as discussion or debate. It consists of speeches for and against a proposed solution to a problem, followed by a period for audience participation.

5. **The Debate Forum** – is a typical debate, with four speakers (or two), with or without rebuttals, may be followed by the question – and – answer period. It is doubtful whether this speaking situation is properly designated as discussion. The audience, to be sure has opportunity, to reflect freely and to speak his or her individual and collective mind. But the intense spirit of advocacy set forth by the debates is calculated to stir up, rather than allay, emotional judgments and to block coalescence of the group mind.

One advantage that can be raised here is the greater audience interest resulting from the direct clash between two speakers and in the more complete analysis which should result from limiting the scope of the discussion. The disadvantage is that it is used only when the audience is familiar with the problem and almost ready to decide what to do about it.

6. **The Lecture Panel** – sometimes the lecture and the panel are combined. The speaker gives his or her thirty-minute address then succeeded by a panel of at least three, who with the leader analyzes and discusses the main ideas brought out in the lecture. The question period follows.

So far, the different types of forum were discussed and now crucial points in planning and organizing a forum in order to meet the intended outcome are presented as to Baird (1950). These include;

1. Determining the desires and objectives of your sponsoring organization.
2. Selecting the subjects in consultation with representative opinion.
3. Selecting the most feasible discussion type.
4. Choosing each speaker carefully.
5. Select a suitable time and place for a forum or forums.
6. Arrange suitable date and place.

7. Selecting a chairman or discussion leader or coordinator.
8. Educating the audience before the meeting. For this purpose, Suggested readings will be posted, pamphlets circulated and other devices to supply motivation for further study.

Every event held in any setting has its own unique characteristics. In line with this, Baird (1943) illustrate that a forum has the following characteristics:

1. **Unit Organization** - the first point to consider is the unit or organization. Will it be for a class, a school, or an entire university? Will it be a section, a school or church district, a country, or even a state (which might be served by a radio program)?
2. **Leadership** - every successful forum program must depend on the ability of the leaders. A good leader must be skilled both as discussion leader and as chairman-speaker. Before smaller audiences, a director of discussion is all important; before larger groups, perhaps more weight should be given to the leader's qualifications as a public speaker. In any case, he or she should be well informed but not pedantic. He or she should know the facts, but should have no air of self satisfied erudition. If you are a leader, you must resist the lure of your own voice. The essence of the forum is social exchange of ideas. The sharing of ideas is the goal. Lectures are everywhere. Forum programs are less frequent and are distinctly different in the following aspects.

Favorable Physical Setting - be sure that physical conditions are favorable to good discussion. Seat the audience so that they are compact and so that no divisive groups bunch together. Regulate the lighting so that windows directly behind the speaker are shaded from the sun or so that electric lights do not glare into the eyes of the audience and obstruct their view of the speakers.

Impartiality - one of your supreme virtues will be your impartiality. You need not be devoid of convictions on the subject. But you can at least avoid making the platform a sounding board for your pet ideas. Our chief job, as an impartial guide, is to see that a full examination of all sides

of the controversy is made. If you are skilled in discussion, you will give full opportunity for all, especially those whose sentiments differ from yours.

Avoidance of Sarcasm - distinguish between sarcasm and humor. Pleasantry must be an essential part of your equipment; but satire and sarcasm, especially if it applied against some person present or some idea that the person supports, will react against you. Nothing is so damaging to your leadership as the betrayal of irritation.

Mutual Respect and Courtesy - you should make each member of the audience feel that you respect his or her opinion; you should establish among the audience the principle that their duty is to listen courteously to any speaker. You are to educate the group to be good listeners.

Encouragement of Personal Testing - you will welcome testimony based on personal experiences, especially those that illustrate local applications of a general problem. You must, however, have sufficient tact to head off long, rambling reminiscences.

Application of Discussion Principles - you will never lose sight of the true discussion technique and of your aim to guide individual and social thinking. The group experience in discussion is probably more important than mere listening to a series of well-mustered facts and opinions expressed by some expert who is engrossed in his or her subject and who is oblivious to the workings of his or her auditors' minds.

As a discussion leader or chairman, you will know the problem from A to Z; will carry through the principle of fair mindedness; will be willing to allow digressions, yet will cleverly steer the discussion back to its normal channel; will put un experienced speakers at their ease; will exemplify tact; will reveal a knowledge of parliamentary law, but will use skill to avoid the necessity for its exercise; will estimate such interest that several auditors will simultaneously clamor for the floor; and will inspire the groups to go home eager for more good discussions.

Delivery - you will cultivate a pleasing platform personality; ability; ability to make yourself heard; ability to make others talk audibly; freedom from platform mannerisms, such as aimless gestures; and ability to adjust yourself to the interests and moods of specific audiences.

3. **Conduct of the Audience-Participation Period** – as a chairman, it is understood that the function of the question – answer period help in realizing the desired objectives. At the end, this enables to know whether the members of the audience; have gained supplementary information, have reorganized their ideas on the problems that an orderly pattern exists in their minds rather than a jumble of details, have been protected from biased and distorted presentation of the subject, whether by speakers from the platform or by extempore remarks from the floor, and have been given full opportunity to air their views.

So, far the researcher has seen major points such as how to give tutorial service, who provides it, and the principles. In addition, different types of forums, how to organize, and characteristics of a forum were also discussed. With regard to guidance and counseling, the relationship between guidance and education, who should do it with the functions, basic principles, and the techniques used were treated. In the next chapter, the research design and methodology are presented.

Chapter Three

Research Design and Methodology

The following methodology was used in carrying out this thesis.

3.1. Methodology

This research had an aim of assessing the effectiveness of policy measures in promoting girls' education. For this purpose descriptive survey method was employed. According to Gay and Airasian (2000), a descriptive study determines and describes the way things are. It also helps to investigate the current situation, points out the major problems and comes up with solutions. In addition, it gives a chance to involve large number of respondents; thus, produces relatively highly reliable result.

3.2. Sources of Data

With this type of research, zones were selected from Amhara region using simple random sampling technique. The data was mainly collected from 250 female students of grade 9 and 10, 150 teachers, 13 principals, 25 female students' parents, 13 guidance counselors, 4 zonal education experts from zones' education bureaus and one educationalist from Amhara region education bureau. Furthermore, literatures were used to have basic prior knowledge on the variables. .

3.3. Sample Design

To select sample zones from 11 zone of Amhara region and general high schools simple random sampling was used. Again, the researcher used stratified sampling technique in order to get proportional grade 9 and 10 female students, as well as female and male teachers. Based on Gay and Airasian (2000), the following steps were carefully used in selecting the samples.

- Identification of the population;
- Determining desired sample size;
- Identification of subgroups (strata) with their population number;

- Classification of all members of the population as members of one of the identified strata and dividing the sum of the population of the stratas by the total population size and multiply it by desired sample size;
- Random selection as much as the figure obtained through the above stage from each strata;

3.4. Sample Population and Sample size

Undergoing what has been stated above; the following two tables summarize the procedure as follows.

Table: 1. Sample population with Respect to Zones

No.	Sample Zone	Female students		Teachers	
		Population	Sample	Population	Sample
1	Misrak Gojam	17,089	68	843	42
2	Mirab Gojam	20,121	78	781	39
3	Bahirdar special zone	3,349	21	256	13
4	Semien Sheba	21,135	82	1,120	56
	Total	63,694	250	3009	150
5	School Counselors				13
	Respondents through Interview				
6	School Principals				13
7	Zonal Education Experts				4
8	Amhara, Region Education Bureau Public relation				1

Table: 2. Sample of Teachers and Students with Respect to Schools

No.	Zones	School Name	Students		Teachers	
			Grade 9	Grade 10	Female	Male
1	Misrak	Emmanuel	9	7	3	7
2		Debre Markos	13	7	3	9
3		Menkoror	9	5	2	8
4		Gozamen	10	8	3	7
5	Semen Shoa	Debre Berhan	13	11	1	15
6		Ankober	12	9	2	14
7		Shoa Robit	10	8	1	9
8		Robel	10	10	2	12
9	Mirab	Merawi	13	9	3	8
10		Adet	10	9	3	6
11		Denbecha	10	9	3	7
12		Wad	10	8	2	7
13	Bahir Dar Special	Tana Haik	20	22	2	11
Total			139	110	30	120
			N = 250		N = 150	

3.5. Instruments for Data Collection

In order to get the appropriate information from respondents' three types of questionnaires were adopted for female students of grade 9 and 10, for teachers, and guidance counselors. For in-depth investigation interviews were made with the sample school principals and with zonal and region's education Female students' parents were also participated in FGDs. After having all the instruments for the needed data, pilot test was made in 4 general high schools; 3 in Semen Shoa zone. and 1 in Bahir Dar special zone. A number of questions that created ambiguity were

corrected accordingly. These were, an item was presented as 'girls getting guidance and counseling service are those recommended by teachers' and the word recommended was changed into 'selected'; an item saying 'tutors are selected due to being best teacher of the year' was eliminated because there was no such practice in the schools; in addition during the pilot test items in relation to tutorial service were modified knowing that it was not given to female students only. To check on the internal consistency of the items, Cronbach alpha was calculated and r was found to be 0.80 which tells high level of internal consistency. In addition, opinions from professionals and experienced individuals were also counted in modification of the items.

3.6. Procedure of Data Collection

In order to assess the effectiveness of the 3 policy measures in promoting girls' education, the following data collection procedures were employed. First, various literatures pertaining the selected policy measures were assessed to have basic idea. Following this, data gathering tools were formulated and re-examined through pilot test and opinions of professionals and experienced individuals were gained. In the actual field, besides the researchers' close follow up, trainings were given for selected data collectors so that immediate correction would be given when problems arose during the filling of questionnaires. As much as possible, after arranging convenient time for sample respondents especially for female students, the filling of the questionnaires was made by gathering them altogether in a classroom. This mainly benefited the researcher to make a close follow up and to have maximum level of rate of return. On the other side, interviews were made with the principals, zonal and region's education experts in order to have detailed information.

3.7. Methods of Data Analysis

After the data was collected through questionnaires and interviews, it was coded and cleaned so that it could frame to suit analysis. Then, especially the quantitative data obtained from the questionnaires were analyzed using SPSS (Statistical Package for Social Science) computer

program 11.5 version. The qualitative information obtained from the interviews and 'if any other specify' options were summarized and analyzed manually. Percentages, frequency counts, mean, median, mode, standard deviation, chi-square, and both t-tests ($P < 0.05$) were the different statistical tools that were used to explore and describe various characteristics of the samples as well as differences and similarities between groups of respondents.

Chapter Four

Data Presentation, Analysis, and Interpretation

This chapter deals with the presentation and analysis of the data which is categorized into three main sections. The first section presents the background information of the sample populations and their characteristics. The second section deals with the analysis and interpretation of the data obtained from the respondents through questionnaires. The third section presents interviews and FGDs' results on the assessment of the three policy measures in promoting girls' education.

4.1. Characteristics and Background of respondents

Among the total female students participated in the study 55.6% of them were grade 9 students and 44.4% were grade 10 students. 27.2% were from Misrak Gojam, 31.2% from Mirab Gojam, 8.4% from Bahir Dar special zone, and 33.2% were from Semen Shoa zone with the mean age of 17.

Figure 1. Female students by

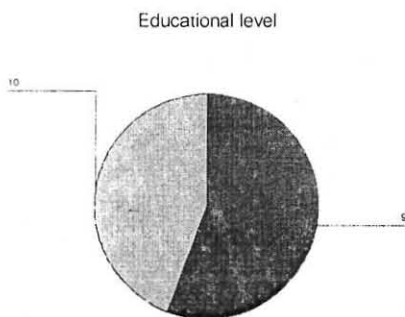
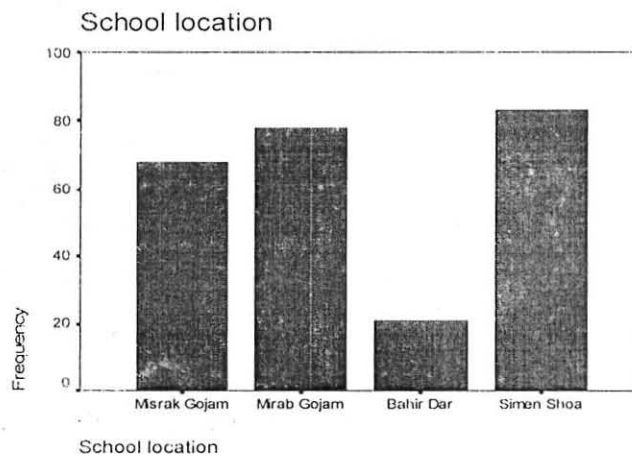


Figure 2. Female students by



Among the total number of teachers, 80% were males and 20% were females with an average age of 38. Ninety two percent of them hold first degree where as 7.3% and .7% hold diploma and certificate respectively. Among these 46% were graduated from social science and the rest 54 graduated from natural science stream. When seeing their location, 28% were from Misrak Gojam, 26% were from Mirab Gojam, 8.7% were from Bahir Dar special zone, and 37.3% were from Semen Shoa zone. From the 13 guidance counselors, only 3 were educational psychologists; others were teachers working by interest.

Figure 3. Teacher respondents by

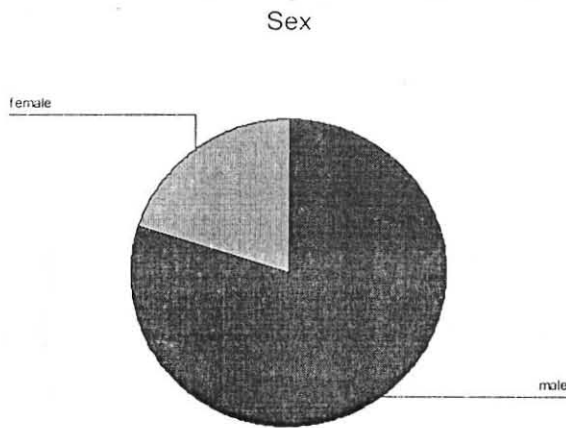


Figure 4. Teacher respondents by

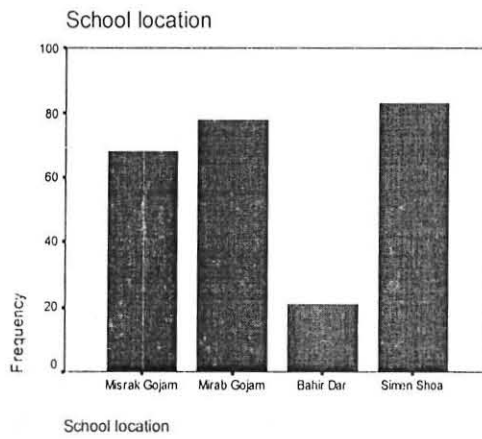
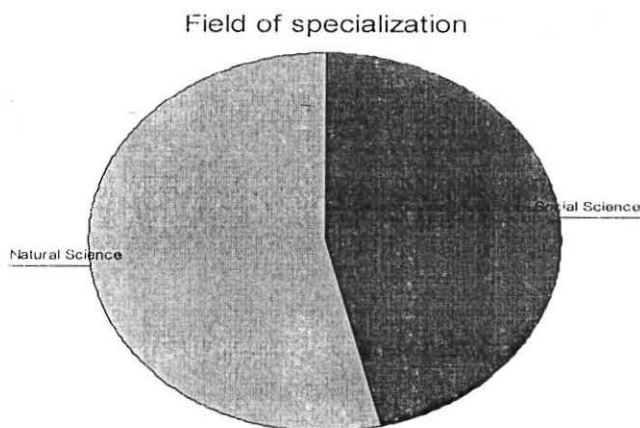


Figure 5. Teacher respondents by



4.2. Analysis of Data on Effectiveness of Policy Measures in Promoting Girls' Education in Amhara Region.

This part deals with the analysis of the data obtained through questionnaires, interviews and FGDs. It focuses on level of awareness, effective implementation of the policy measures, observable achievements, attitude towards them, and hindering factors.

Analysis on Guidance and Counseling Service

4.2.1. Awareness Level of Teachers and Female Students on Guidance and Counseling

For the success implementation of any policy measure, the awareness level of implementers and beneficiaries is a key determinant. Having this in mind, it was intended to investigate whether or not teachers and students were aware about the guidance and counseling service given in their schools. To figure out this, items were presented for them using 5 scales: Strongly agree = 5, Agree = 4, Neutral = 3, Disagree = 2, and Strongly disagree = 1. The statistical test that is one sample t-test was used to test whether there was statistically significant difference with 'neutral' scale in their level of awareness on guidance and counseling service.

For each statement the mean was compared to 3.00. A response mean below 2.50 was considered as some sort of disagreement with the statement. Those mean values from 2.50 to 3.50 were taken as average level of awareness and those above 3.50 were considered as high level of awareness.

Table: 3. Ratings on Awareness Level of Teachers on Guidance and Counseling Service

	Awareness on Guidance and Counseling	Descriptive Statistics		One sample t-test Test Value = 3.0			
		Mean	S.D.	t	df	Sig	MD
1.	Brief Explanation given on Guidance and Counseling	2.70	.961	-3.825	149	.000	-.30
2.	Discussion held between teachers & the school on Guidance and counseling	2.45	.848	-7.894	149	.000	-.55
3.	School communicate with teachers frequently on Guidance and Counseling	2.47	.902	-7.238	149	.000	-.53

Level of agreement: (<2.50= Disagreement; 2.50 – 3.50 = ‘Moderate; >3.50 = ‘High agreement’)

Items 2 and 3 were rated below the average mean as 2.45 and 2.47. The first item was marked as 2.7 that is moderate based on the agreement level set. The t- test confirmed that all the items were not significantly different with the test value (3).

Table: 4. Ratings on Awareness Level of Students on Guidance and Counseling Service

	Awareness on Guidance and Counseling	Descriptive Statistic		One sample t-test Test Value = 3.0			
		Mean	S.D	t	df	Sig.(2 tailed)	M.D
1	Brief explanation given on Guidance and Counseling service	2.90	1.22	-1352	249	.037	-10
2	Discussion held between students and the school on Guidance and Counseling service	3.25	1.272	3.131	249	.002	.25
3	School communicate with students on Guidance and Counseling service	3.12	1.264	1.451	249	.028	.12
4	Counselors communicate with parents on Guidance and Counseling service	2.82	1.282	-2.269	249	.024	-.18

Level of agreement: (<2.50= ‘Disagreement’, 2.50 – 3.50= ‘Moderate’, >3.50 = ‘High agreement’)

As can be seen from Table 4, no item was rated as highly disagreed or highly agreed. According to the t- test that was employed to test whether the means statistically differ from 3.00 at the 95% confidence level; all items revealed no significant difference at $p < 0.05$.

Effective Implementation of Guidance and counseling Service

4.2.2. Girls Getting Guidance and Counseling Service

Table: 5. Ratings on Girls Getting Guidance and Counseling Service

	Girls who get Guidance and counseling service are those	Students N = 250					Teachers N = 150				
		Frequency		%	Media n	Mode	Frequency		%	Media n	Mode
		Y	N				Y	N			
1	With low educational performance	78	172	31.2	2.00	2	41	109	27.33	2.00	2
2	With low parental income	42	208	16.8	2.00	2	34	116	22.6	2.00	2
3	With personal problem	151	99	60.4	1.00	1	93	57	62	1.00	1
4	With school related problem	167	83	66.8	1.00	1	90	60	60	1.00	1
5	Having interest on it	151	99	60.4	1.00	1	87	63	58	1.00	1
6	Who are selected by teachers	67	183	26.8	2.00	2	37	113	24.6	2.00	2
7	Because of being female	46	204	18.4	2.00	2	21	129	14	2.00	2

(1=Yes and 2=No)

As shown on table 5, teachers and students had similar responses. Both gave emphasis on items 3, 4, and 5. Most guidance counselors (10 out of 13) were also indicated that most female students that came to get the service were those having school related and personal problems. However, the first item scored below 50% by both female students and teachers; where as Donald (1962) says one benefit that can be attained as a result of guidance and counseling is improvement of academic performances that was not the case here.

4.2.3. Effective Implementation of Guidance and Counseling

Effective implementation of guidance and counseling service stands for successful achievement for female students during their stay in schools. According to the literatures suggestion, here basic guidance counselor characteristics were presented to female students and teachers to rate using likert scale of measurement as: Strongly disagree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly disagree=1. For the ease of analysis, obtained means were interpreted as <2.5 = 'Strong disagreement', $2.5-3.50$ = 'Moderate', and >3.5 = 'Strong agreement'. Furthermore, independent sample t-test was employed to test whether or not there was a statistically significant difference between students and teachers in terms of their perceptions on the level of the guidance counselors' professional characteristics.

Table: 6. Ratings on Effective Implementation of Guidance and Counseling Service

No.	Counselor's Professional Skills/ the guidance counselor	Students (N=250)		Teachers (N=150)		Comparing Means; t-test for Equality of Means			
		Mean	S.D	Mean	S.D	t	df	Sig	t _{crit}
1	Has home, test, health and employment records of students	2.98	1.211	3.19	.939	-1.850	398	.065	1.96
2	Has plans & hopes of students for the future	3.72	1.163	3.23	.908	4.349	398	.000	
3	Works with the principal and teachers for orienting new pupil	2.96	1.284	3.54	1.115	-4.558	398	.000	
4	Serves as general facilitator for social program in schools	3.33	1.279	3.49	1.017	-5.337	398	.000	
5	Works with girls' parents to solve girls' problems	2.82	1.251	3.37	1.000	-4.639	398	.000	
6	Establishes and maintaining rapport with each girl	2.37	1.137	2.38	.939	-1.09	398	.913	
7	Avoids premature conclusion	3.6	1.237	3.52	.880	1.145	398	.253	P<0.05
8	Has up to date knowledge	3.22	1.139	3.28	.970	-.539	398	.591	
9	Takes initiative to begin during sessions	3.10	1.115	3.12	.810	-.153	398	.878	
10	Helps girls to be decision makers	3.30	1.269	3.35	.955	-.356	398	.722	
11	Is confidential	3.73	1.279	4.23	1.026	-3.902	398	.000	

Level of agreement: (<2.50= 'Disagreement', 2.50 – 3.50= 'Moderate', >3.50 = 'High agreement')

As can be seen from table 6, no item was rated below 2.5 except that of item 6. On the contrary, items 2 and 11 were rated above 3.5 which indicated strong agreement. The rest were rated as moderate. In addition, the test result of t-test with 398 df at 0.05 level of significance interval, for items 1, 6, 7, 8, 9, and 10, were less than the tabulated value ($t_{crit} = 1.96$). Besides, the associated p – values for the same items at the same df were greater than the 0.05 level of significance. This would lead us to conclude that there is no statistically significance difference between students and teachers on the perception of the six items on the guidance counselors' skills. On the other hand, the calculated t-tests of items 2, 3, 4, 5 and 6 were observed being greater than that of the t_{crit} which is 1.96; which could lead to conclude that there was statistically significant difference between teachers and students in the way they consider the guidance counselors' professional skills. When looking the responses given by the school counselors;

Table: 7. Ratings on Effective Implementation of Guidance and Counseling Service made by Guidance Counselors

No.	Counselor's Professional Skills/You	School Counselor N= 13	
		Mean	S.D.
1	Have home, test, health and employment records of students	3.01	1.120
2	Have plans & hopes of students for the future	3.73	.943
3	Work with the principal and teachers for orienting new pupil	3.8	.987
4	Serve as general facilitator for social program in schools	3.5	.530
5	Work with girls' parents to solve girls' problems	3.2	1.103
6	Establish and maintaining rapport with each girl	3.33	1.193
7	Avoid premature conclusion	4.11	1.144
8	Have up to date knowledge	3.21	1.235
9	Take initiative to begin during sessions	3.45	.647
10	Help girls to be decision	3.42	.660
11	Are confidential	4.23	1.092

Level of agreement: (<2.50= 'Disagreement', 2.50 – 3.50= 'Moderate', >3.50 = 'High agreement')

The investigator came to know from their responses that the guidance counselors rated themselves as high on items 2, 3, 7, and 11. Among the 4 items, they were also rated high by teachers and students and moderate on the others. In mentioning a guidance counselor's responsibility, Mortensen (1960) gives emphasis on organizing social activities in schools as guidance is part of larger and more inclusive social institution of education; this part was rated moderately by students and teachers as well as by school counselors too in table 7.

In addition, the guidance counselors were asked to respond on their qualification level; and they indicated that only 3 of them were educational psychologists. Five responded that they were teachers with some counseling trainings the rest were just teachers with out any counseling training.

4.2.4. Achievement Obtained as a Result of Guidance and Counseling Service

From the literature part in the earlier chapter of this thesis, it is realized that effective implementation of guidance and counseling service in schools has much to contribute for the enhancement of girls' education. To investigate this, students were made to rate on the benefit they got from it using 5 points of likert scale as Strongly agree = 5, Agree = 4, Neutral = 3, Disagree = 2, and Strongly disagree = 1. Similarly, teachers were also made to rate what they observed in female students on similar items using the same scale.

Table: 8. Ratings on Achievements Obtained as a Result of Guidance and Counseling Service

No	Guidance and Counseling helped female students	Students (N=250)		Teachers (N=150)		Comparing Means t-test for equality of Means		
		Mean	S.D	Mean	S.D	t	df	Sig(2-tailed)
1	To cope up with school related problems	3.58	1.994	3.77	.847	-1.678	398	.520
2	To improve academic performances	2.41	1.303	2.45	.745	1.300	398	.401
3	To reduce personal problems	3.01	1.211	3.24	.841	2.031	398	.043
4	To identify future careers	2.86	1.143	2.93	.766	-.659	398	.510
5	To work effectively in group	2.82	1.253	2.89	.738	-.593	398	.554
6	To work effectively with teachers.	2.82	1.243	2.87	.774	-.296	398	.768

Level of agreement: (<2.50= 'Disagreement', 2.50 – 3.50= 'Moderate', >3.50 = 'High agreement')

Table 8, above shows that the first item among the 6, was rated above 3.5 which implied that there was strong agreement on it. The rest except the 2nd item were rated ranging from 2.82 to 3.41 which fell under the moderate range 2.50 – 3.50. The independent t-test showed that on these items there was no statistically difference between teachers and students as the calculated t-values for items 1, 4, 5, and 6 were less than the t_{crit} and p values were greater than the 0.05 level of significance respectively. This would be concluded that there was no statistically significance difference between teachers and students on the perception of the benefits of guidance and counseling. However, in the 3rd item statistical difference between the two groups of respondents was observed. The mean of students and teachers on item 2 was below 2.5, and this indicated that low achieving female students were not benefited from guidance and counseling service. Similarly, in table 9 it can be seen that the guidance counselors agreed with these information. Generally, it can be said that guidance and counseling mainly helped female students especially in coping with school related problems.

Table: 9. Ratings on Achievements Obtained made by Guidance Counselors

No.	Guidance and Counseling helped female students	School Counselor N=13	
		Mean	S.D
1	To cope up with school related problems	3.56	.560
2	To improve academic performances	2.49	1.239
3	To reduce personal problems	3.05	.689
4	To identify future careers	3.05	.689
5	To work effectively in group	3.05	.689
6	To work effectively with teachers	2.62	1.106

Level of agreement: (<2.50= 'Disagreement', 2.50 – 3.50= 'Moderate', >3.50 = 'High agreement')

4.2.5. Attitude of Female Students' towards Guidance and Counseling Service

So far, the awareness level, counselors' professional skills and positive results were reported. Now, the researcher undergo with the attitude of female students' towards the service. As to the previous ones, the rating system and level of agreement were similar.

Table: 10. Ratings on Female Students' Attitude towards Guidance and Counseling Service

No	Attitude towards guidance and Counseling	Descriptive Statistics		One sample t-test Test value = 3.0			
		Mean	S.D	t	Df	Sig (2-tailed)	M.D
1	Makes me to feel comfortable	4.04	1.025	16.043	249	.000	1.04
2	Enjoy dealing with the counselor	3.63	1.200	8.276	249	.000	.63
3	Makes me to feel I am with problem	2.43	1.146	-7.890	249	.000	-.57
4	The process is very stressful	2.26	1.308	-8.4944	249	.000	-.74
5	Always learn something new	3.70	1.259	8.739	249	.000	.70
6	Feel negatively valued in the process	2.04	1.140	-13.315	249	.000	.96

Level of agreement: (<2.50= 'Disagreement', 2.50 – 3.50= 'Moderate', >3.50 = 'High agreement')

From table 10, it can be easily seen that items 3, 4, and 6 were rated below <2.50. In other words as the statements hold negative notions, the means changed it to positive by being negative. The other three items 1, 2, and 5 were >3.50 which confirmed high level of agreement. The t- test also revealed this fact. All the t-calculated were greater than the test value which was 3 and all the p values were less than 0.05 level of significance so it can be said that there was statistically significance difference between the calculated t- tests and the test value. On the other hand, referring to the means, it can be said that female students had positive attitude towards guidance and counseling service.

4.2.6. Hindering Factors in Implementing Guidance and Counseling Service

In this section, the challenges faced in the implementation of guidance and counseling service are treated. For these items, female students, teachers, and school counselors were asked to rate based on their perception. The rating was made as Strongly agree = 5, Agree = 4, Neutral = 3, Disagree = 2, and Strongly disagree = 1 and the means that are <2.50 were considered as strong disagreement, 2.50-3.50 as moderate, and >3.50 as strong agreement.

Table: 11. Ratings on Hindering Factors in Implementation of Guidance and counseling Service

No.	Hindering Factors in Guidance counselor/There is	Students N = 250		Teachers N = 150		Comparing Means t-test for Equality of Means			
		Mean	S.D	Mean	S.D	t	df	Sig (2-tailed)	t _{crit}
1	Uncomfortable counseling environment	3.76	1.273	4.17	1.013	-4.667	398	.000	1.96
2	Incompetent counselor	3.56	1.376	3.61	1.217	.529	398	.597	
3	Work load on counselor	3.57	1.380	3.60	1.215	.938	398	.349	
4	Lack of communication between the counselor and parents	3.25	1.399	3.50	1.206	-2.206	398	.020	P<0.05

Level of agreement: (<2.50= 'Disagreement', 2.50 – 3.50= 'Moderate', >3.50 = 'High agreement')

Item 4 was the only item that was found to be under moderate; 2.50-3.50. The rest scored >3.50. Looking the independent t-test, in items 1 and 4 statistically significant difference between students and teachers was reflected. No statistically significant difference was observed between the two groups of respondents on items 2 and 3.

Table: 12. Ratings on Hindering Factors in Implementation of Guidance and counseling made by Guidance Counselors

No.	Hindering Situations in Guidance and counseling Service/ There is	School Counselor N = 13	
		Mean	S.D
1	Uncomfortable counseling environment	3.86	1.073
2	Incompetent counselor	3.46	1.276
3	Work load on counselor	3.77	1.280
4	Lack of communication between the counselor and parents	3.55	1.299

Level of agreement: (<2.50= 'Disagreement', 2.50 – 3.50= 'Moderate', >3.50 = 'High agreement')

The guidance counselors' responses also indicated that mostly items 1, 3, and 4 were problems where as item 2 was a moderately rated obstacle. As has been discussed earlier, it seems guidance counselors themselves recognize the fact that majority of them not being educational psychologists as one problem. In relation to this, Flaum (1953) and Warters (1964) illustrate that guidance and counseling should be given by professionals.

Analysis of Items on Tutorial Services

In this part, all items related with tutorial services are analyzed.

4.2.7. Awareness of Teachers and Female Students' on Tutorial Service

For successful implementation of a policy measure, as said in guidance and counseling service, awareness of the beneficiaries is taken as a major facilitating condition. As done earlier, the awareness level of students and teachers on tutorial service was again investigated.

Table: 13. Ratings on Awareness Level on Tutorial Service

No	Awareness on Tutorial service	Students (N=250)		Teachers (N=150)		Comparing Means t-test for Equality Means			
		Mean	S.D	Mean	S.D	T	d f	Sig(2-tailed)	t _{crit}
1	Brief Explanation given on tutorial service	3.21	1.282	3.56	.923	-2.936	398	.004	1.96 P<0.05
2	Discussion held on tutorial service frequently	2.91	1.34	3.28	.913	-3.72	398	.001	
3	School communicates on how to carry out tutorial service frequently	2.85	1.119	3.26	.798	-3.909	398	.000	
4	Tutors communicate with tutees parents	3.01	1.146	3.26	.815	-2.321	398	.021	
5	Beginning and ending time of tutorial class known	2.63	1.226	2.43	.944	-6.818	398	.000	

Level of agreement: (<2.50= 'Disagreement', 2.50 – 3.50= 'Moderate', >3.50 = 'High agreement')

Those means <2.50 were considered as high level of disagreement with the specified statement, the means ranging from 2.50 – 3.50 were taken as moderate agreement and the rest >3.50 were analyzed as strong agreement. The ratings were made using 5 scale of measurement: 5 = 'Strongly agree', 4 = 'Agree', 3 = 'Neutral', 2= 'Disagree', and 1= 'Strongly disagree '. Based on this, no mean was rated <2.50, however the teachers' mean for the first item was >3.50. All

the t-test values were greater than the t-critical also all the p values were less than 0.05. This implies that there was statistically significant difference between the two groups of respondents. This might be the attribution of as teachers were the service givers; they might have better opportunity to establish the connection with the school than the students.

Effective Implementation of Tutorial Service

4.2.8. Selection Criteria of Tutees

It is expected that tutorial classes are for those students who are low achievers. Having this mind, this thesis tried to check what kinds of students were getting the service from students as well as teachers perspective.

Table: 14. Ratings on Selection Criteria of Tutees

	Girls getting Tutorial Service are those	Students N = 250					Teachers N = 150				
		Frequency		%	Media	Mode	Frequency		%	Media	Mode
		Y	N				Y	N			
1	With low educational performance	208	42	83.2	1.00	1	123	26	82.0	1.00	1
2	With low parental income	20	230	8.0	2.00	2	2	147	1.3	2.00	2
3	Being just a female student	43	207	17.2	2.00	2	93	57	62.0	1.00	1
4	With interest towards tutorial service	182	68	72.8	1.00	1	67	83	44.7	2.00	2
5	Recommended by teachers	106	144	42.4	2.00	2	145	5	96.6	1.00	2

(1=Yes and 2=No)

Items 1 and 4 were indicated by both groups of respondents as major reasons for female students to be involved in tutorial classes. The frequencies, medians, and modes also strengthen this. Lee (1954) also says that more than for those with interest, tutorial classes are meant for low achievers.

4.2.9. Selection Criteria of Tutors

Up to now, the researcher has reported what kind of criteria was applied to select tutees. In table 15, tutors selection criteria are presented. On these items, similarly both students and teachers were made to react on the items and their responses are summarized in the table.

Table: 15. Ratings on Selection Criteria of Tutors

No	Tutors giving tutorial service due to	Students N = 250					Teachers N = 150				
		Frequency		%	Media n	Mode	Frequency		%	Medi an	Mode
		Y	N				Y	N			
1	Their interest	193	57	77.2	1.00	1	126	2	84.0	1.00	1
2	Their experience	97	153	38.8	2.00	2	26	124	17.3	2.00	2
3	Students preference	14	236	5.6	2.00	2	8	142	53	2.00	2
4	It is a must to give tutorial service	126	124	50.4	1.00	1	108	42	72	1.00	1

(1= Yes and 2= No)

Here again, there is similarity observed in both groups responses in the four items. Both were favored items 1 and 4 and in contrary on items 2 and 3. Item 1 says tutors give tutorial service because they have interest on the other hand item 4 says it is a must. From the interviews made with school principals, the researcher came to figure that there was no any written order that signifies giving tutorial class was a must. However, giving it would be valued for the teacher in evaluation. With this fact, even if it was not a must, most teachers had been carrying out as if it was a must. It seems the difference observed here might be the attribution of the above explanation. Even if, such confusion was observed, Glenn (1956) argues that teachers should give tutorial classes with sympathetic attitude towards pupils.

4.2.10. Responsible Body for Tutees Selection

Taking major considerations, there should be a responsible organ to distinguish those students needing tutorial classes from those who do not need. As it is shown in table 16, 74.8% of the sample population of students and 86.7% of the sample population of teachers pointed out that teachers were the responsible bodies in selecting tutors. The medians and the modes also confirmed this simultaneously.

Table: 16. Ratings on Responsible Body for Tutors Selection

No	Tutees are selected by	Students N= 2.50		Median 1.00	Teachers N = 1.50		Median 1.00
		Frequency	%		Frequency	%	
1	Teachers	187	74.8	Mode 1	130	86.7	Mode 1
2	Students' Representatives	23	9.2		3	2.0	
3	Principals	36	14.4		16	10.7	
4	Others	4	1.6		1	.7	

(1=Yes)

4.2.11. Interaction between Tutees and Tutors

For the teaching learning process to be effective enough, the relationship between teachers and students demands a great deal of attention. The way both group interact determines the effectiveness level of their goal. It could be taken as a determinant factor for healthy environment of a school too. Based on this, teachers and students were made to respond on their interaction. To figure out whether there was or no significant difference between them chi square was used and the result is summarized in table 17.

Table: 17. Ratings on Interaction between Tutors and Tutees

	Students N = 250							Teachers N = 150								
	Frequency		%	Median	Mode	X ²	df	Sig	Frequency		%	Median	Mode	X ²	df	Sig
	Y	N							Y	N						
Interaction between tutees and tutors friendly	14	10	57.6	1.00	1	5.776	1	.016	76	74	50.7	1.00	1	.027	1	.870

(1=Yes and 2=No) X², with df= 1 at p<0.05, 3.841

In order to check the divergence between observed and expected values, chi-square (X²) was carried out. With the result, it was observed that the calculated chi-square for the students was greater than the tabulated (X²=3.841) with 1 df at 0.05 level of significance. So, the researcher could conclude that there was significant difference between the expected and observed frequencies. The reverse was true when seeing the teachers result as the chi-square (X²=0.027) was less than the tabulated one; with 1 df at 0.05 level of significance. Still, this indicates another part of disagreement between students and teachers which needs further study for the source.

4.2.12. Application Level of Modes of Teaching

Among the considerations taken in the tutoring class, the one and the major is the mode of teaching delivery. To what extent do tutors use learner centered methods was assessed in this thesis. Students and teachers were responded to the items using 5 scales. The level of agreement taken is <2.50 'Infrequently used', 2.50 – 3.50. 'Moderately used' and >3.50 Frequently used.

Table: 18. Ratings on Teaching Mode of Delivery during Tutorial Classes

No.	Tutors use Teaching mode of delivery	Students N=250		Teachers N=150		Comparing Means t-test for Equality Means			
		Mean	S.D	Mean	S.D	t	d f	Sig (2-tailed)	t _{crit}
1	Individual Assignment	3.47	1.091	3.73	.713	-2.550	398	0.11	1.96 P<0.05
2	Group Assignment	2.94	.841	3.02	.690	-983	398	.326	
3	Revision of previous class	2.96	1.113	3.15	.995	-1.712	398	.088	
4	Brain storming	2.02	1.066	2.18	1.093	-1.4389	398	.151	
5	Teaching Aids	2.60	1.090	2.50	.712	3.015	398	.003	
6	Discussion	2.71	1.041	2.68	.754	-.287	398	.774	
7	Problem Solving	2.87	1.119	2.90	.995	-.252	398	.801	
8	Reflective Debate	2.30	.999	2.35	.695	-.504	398	.615	

Level of agreement: (<2.50= ‘Disagreement’, 2.50 – 3.50= ‘Moderate’, >3.50 = ‘High agreement’)

The means of item 1, 2, 3, 5, 6, and 7 except the teachers on the first item (>3.5) were registered moderate use of learner centered method in tutorial classes. Infrequent use was observed on items 4 and 8. The calculated t values for items 2, 3, 4, 6, 7, and 8 were less than 1.96. In relation, the corresponding p values were greater than 0.05 significance level which both figures indicated no statistically difference between the two groups. On the other side, items 1 and 5 t-test values’ were greater than 1.96 and p values were less than 0.05 which signifies statistical difference in perception of the two items.

4.2.13. Items on Tutors and Tutees attendance

These items were made to be rated using 5 scale as 5= ‘Always’, 4= ‘Several times’, 3 = ‘Sometimes’, 2 = ‘Rarely’, 1 = ‘Not at all’ with high attendance if the means scored >3.5 and if they scored <2.5 it is perceived as low attendance. The means from 2.50-3.50 were taken as average attendance.

Table: 19. Ratings on Attendance of Tutees and Tutors

No.	Items on Attendance	Students N = 250		Teachers N = 150		Comparing Means t-test for Equality			
		Mean	S.D	Mean	S.D	t	d f	Sig (2-tailed)	
1	Tutees attend tutorial classes	3.33	.939	3.18	.942	1.566	398	.111	1.96
2	Tutors present in tutorial classes	3.68	.871	3.73	.902	-.629	398	.530	P<0.05

Level of agreement: (<2.50= 'Rarely', 2.50 – 3.50= 'On average', >3.50 = 'Mostly')

Means on attendance of tutees was rated average based on the level of agreement set above. In relation to tutors attendance, the means of both groups measured >3.50. Tutees attendance scored by both groups as average. As the calculated t-values of the two items were less than the critical t-value (1.96) and the p values of both items were greater than 0.05 level of significance, it could be concluded that there was no significance difference between the two groups in their perception of tutors and tutees attendance.

4.2.14. Benefits for Tutors

Tutorial service is not one part of the formal schooling process. Teachers give it to their low achieving students with a number of intentions mainly with a purpose of helping students to improve their academic performances. On the other hand, in this section what benefit/s tutors were getting as a result of giving tutorial service is investigated.

Table: 20. Ratings on Tutors Benefits

No.	Benefits for tutors	Frequency		%	Median	Mode
		Y	N			
1	Financial benefit	1	149	.7	2.00	2
2	Material benefit	1	149	.7	2.00	2
3	Promotion opportunity	39	111	.26	2.00	2
4	Recognition	72	78	48	2.00	2
5	No benefit at all	73	77	48.7	2.00	2

(1=Yes and 2=No)

From table 20, it is easily observable that no such significant value was obtained that could lead to say teachers did get this kind of benefit as a result of giving tutorial classes. The explanation for this discrepancy is similar with that of the explanation given for tutors' selection criteria. From the interviews made with the schools' principals even if giving tutorial classes was counted for the teachers' evaluation, most teachers inclined to perceive it as it had no benefit.

4.2.15. Responsible Body to Organize and Monitor Tutorial Service

This section is used to report the responsible body to organize and monitor tutorial services in the schools. Both female students and teachers were made to mark the responsible body among five alternatives: Teachers, Principals, Students and other. Referring table 21, the researcher could say that principals were responsible to the organization and monitoring of tutorial services.

Table: 21. Ratings on Responsible Body to Organize and Monitor Tutorial Classes

No.	Responsible body to monitor and organize tutorial services	Student N=250			Teachers N=150		
		Frequency	%	Median	Frequency	%	Median
1	Teachers	76	30.4	Median = 2	9	6	Median = 2
2	Principals	167	66.8		141	94	
3	Students' Representatives	5	2.0		0	0	
4	Other	2	.8	Mode=2	0	0	Mode = 2
T o t a l		250	100		150	100	

(2=Principals)

4.2.16. Achievements Obtained as a Result of Tutorial Service

In this section the benefits so far achieved due to tutorial services is treated. As done on many items before, here also students and teachers were asked using 5 level scale of measurement: 5= Strongly agree, 4= Agree, 3= Neutral, 2= Disagree and 1= Strongly disagree.

Table: 22. Ratings on Achievements Obtained as a Result of Tutorial Service

No	Tutorial Service helped female students	Students N=250		Teachers N=150		Comparing Means t-test for Equality Means			
		Mean	S.D	Mean	S.D	t	df	Sig(2-tailed)	t _{crit}
1	Academically improvement	3.50	1.093	3.52	.828	-.155	398	.877	1.96 P<0.05
2	Interaction with teachers improved	3.30	1.106	3.11	.796	1.870	398	.062	
3	Paved way to know teachers very well	3.10	1.182	2.89	.832	1.905	398	.058	
4	To figure out new studying technique	3.08	1.177	2.81	.833	2.529	398	.012	

Level of agreement: (<2.50= 'Disagreement', 2.50 – 3.50= 'Moderate', >3.50 = 'High agreement')

The level of agreement set was <2.50 as Strong disagreement. 2.50 – 3.50 as moderate and > 3.50 as Strong agreement. As shown on table 22, items 1, 2, 3, and 4 were rated as moderate. In addition, the results of the t-test with 398 df at 0.05 level of significance, for all items except item 4 revealed that the obtained t-values were less than the tabulated value (t_{crit.}=1.96). Besides, the associated p values for the same items were greater than the 0.05 level of significance. So, it could be concluded that there was no statistically significant difference between students and teachers on the items. On the 4th item, as indicated from the values, statistically significant difference between the perceptions of the two groups was observed. Generally, academic improvement was the major benefit obtained from the tutorial classes. This means that the purpose of tutorial class has been achieved moderately.

4.2.17. Attitude of Female Students' towards Tutorial Service

One theme of this thesis was to investigate female students' attitude towards tutorial service as attitude determines the way they look it. So, table 23, summarizes the values obtained with regard.

Table: 23. Ratings on Female Students' Attitude towards Tutorial Service

No.	Female Students' Attitude on Tutorial Service	Descriptive Statistic N = 250		One sample t-test Test value = 3.0			
		Mean	S.D	T	d f	Sig.	M D
1	Contributes much for enhancement of girls' education	4.29	.951	21.411	249	.000	1.29
2	Discriminates some girls from others	2.34	1.169	-8.929	249	.000	-.66
3	Creates a feeling of inferiority	2.34	1.169	-8.929	249	.000	-.66
4	No need of it at all	1.82	1.171	-15.985	249	.000	-1.18

Level of agreement: (<2.50= 'Disagreement', 2.50 – 3.50= 'Moderate', >3.50 = 'High agreement')

The level of agreement is still the same as the previous ones. Means <2.50 were considered as strong disagreement, moderate means were those falling 2.50 – 3.50 and >3.50 were taken as strong agreement with the respective statement. The means of items 2, 3 and 4 were observed from table 23, being <2.50 (strong disagreement). The mean which showed strong agreement by scoring >3.50 was item 1. These all could be told that female students did not believe tutorial service had nothing to offer and they agreed that it did not create a feeling of inferiority and discrimination.

Moderately, they agreed that it discriminates some girls from others. This might be attributed to the fact that it is mostly given for selected students who particularly are low achievers. But still, strong agreement was there in the contribution of tutorial service to promote girls' education. The independent t-test values were all greater than the test value and p values were less than 0.05 level of significance that show significant statistical difference from that of the test value.

4.2.18. Hindering Factors in Implementing Tutorial Service

In doing everything, there are favorable conditions as well as limiting factors. Favorable conditions could be taken as opportunities that can stimulate a process. On the opposite side, hindering factors are threats that limit the process. In this section hindering factors of tutorial service are reported. The level of agreement and interpretation of the means were similar with that of the earlier.

Table: 24. Ratings on Hindering Factors in Tutorial Service

No.	Hindering Factors in Tutorial Service	Students N = 250		Teachers N = 150		Comparing Means t-test for Equality of Means			
		Mean	S.D	Mean	S.D	t	df	Sig (2-tailed)	t _{crit}
1	Parents refuse to let tutees attend tutorial classes	3.14	1.353	3.26	1.212	-0.892	398	.373	1.96 P<0.05
2	Time schedule of tutorial classes is not comfortable	2.88	1.186	2.70	1.022	1.546	398	.123	
3	Tutors usually absent	2.64	1.212	2.53	1.069	1.680	398	.094	
4	Tutees usually absent	3.10	1.226	3.25	1.088	-1.262	398	.208	
5	There is work load on tutors	3.58	1.424	4.49	.683	-7.339	398	.000	
6	Tutors lack interest	3.37	1.443	3.47	1.283	-.662	398	.509	
7	There is low level of supervision	3.43	1.331	3.40	1.010	.254	398	.800	

Level of agreement: (<2.50= 'Disagreement', 2.50 – 3.50= 'Moderate', >3.50 = 'High agreement')

Based on our level of agreement the majority means, 1, 2, 3, 4, 6, and 7 fell under 2.50 – 3.50. These prevailed that above half of the major hindering factors listed in the table; they were perceived as moderate problems. In relation to this, Mbihnyi indicates that parental awareness is a key determinant to let their daughters to go to school. Besides, work load on tutors was highly

recognized as a problem by both groups. With regard to the difference between the groups except on item 5, both t- and p values being t values <1.96 and p values >0.05 reflected that there was no significant perception difference in rating the items by both group of respondents. The reverse was true on item 5. From the result obtained, there was statistically difference between students and teachers in perceiving the extent in which work load on tutors was a limitation. In addition, most female students and teachers indicated in the 'if other specify' spaces that as all interested students attend tutorial classes, the tendency of turning the atmosphere according to their pace as very much high.

Analysis of Items on Educational Forums

This part of the data analysis and interpretation is all about on the items of the third policy measure which is educational forum.

4.2.19. Awareness of Teachers and Female Students' on Educational Forums

Earlier, it has been said that, to be benefited from a certain action, one has to be first aware about it. In investigating this, students and teachers were made to respond to specified items using 5 scale as 5 = 'Strongly agree', 4 = 'Agree', 3 = 'Neutral', 2 = 'Disagree', and 1 = 'Strongly disagree'. The means below <2.50 were considered as strong level of disagreement, 2.50 – 3.50 as moderate level and above 3.50 as strong agreement. From table25, it can be easily seen that items 1 and 2 were rated 2.50 – 3.50 which implied moderate awareness. The third 3rd one was rated >2.50 by both groups which indicated strong disagreement.

Table: 25. Ratings on Awareness on Educational Forums

No.	Awareness on Educational Forums	Students N=250		Teachers N=150		Comparing Means t-test for Equality of Means			
		Mean	S.D	Mean	S.D	t	df	Sig (2-tailed)	t _{crit}
1	Brief explanation given on educational forums	2.96	1.046	2.73	1.006	5.044	398	.000	1.96 P<0.05
2	School communicate frequently on educational forums	2.66	1.126	2.69	1.089	4.155	398	.000	
3	Discussion made on 'how to'	2.46	1.127	2.49	1.115	1.472	398	.142	

Level of agreement: (<2.50= 'Disagreement', 2.50 – 3.50= 'Moderate', >3.50 = 'High agreement')

The t test for items 1 and 2 were >1.96 and p value <0.05 level of significance at 398 df. This implied that there was statistically significance difference between the two groups perception; this case was reversed on item 3 where the calculated t value was less than the t_{crit} and p value >0.05 at 398 df.

Effective Implementation of Educational Forums

4.2.20. Selection Criteria of Female Students to Attend Educational Forums

This section deals with what type of audience participate in educational forums. To find out among possible alternatives students and teachers were made to indicate their responses.

Table: 26. Ratings on Selection Criteria of Students Attending Educational Forums

No.	Students attending educational forums are those	Students N=250					Teachers N=150					
		Frequency		%	Median	Mode	Frequency			Median	Mode	
		Y	N				Y	N	%			
1	With low academic performance	85	164	34.1	2.00	2	26	84	44	2.00	2	
2	With low parental income	28	222	11.2	2.00	2	5	145	3.3	2.00	2	
3	High academic performance	159	91	63.6	1.00	1	102	48	68.0	1.00	1	
4	All female students attend	26	224	10.4	2.00	2	9	141	6.0	2.00	2	
5	Usually boys attend	186	64	74.4	1.00	1	124	26	82.7	1.00	1	
6	Students having interest attend	206	44	82.4	1.00	1	129	21	86.0	1.00	1	

(1=Yes and 2=No)

Items' 3, 5, and 6 frequencies, medians, and modes revealed that students with high academic performance were the majority group among those attending educational forums. Boys also took the biggest portion of the audience attendance. Interested students also had high level of attendance.

4.2.21. Characteristics of a Forum

A forum's characteristics can be taken as a base for attaining what it intends. The way it is organized, delivered, and audience handling methods are among the key determinants for its fruitfulness. Based on this, students and teachers were made to respond on such items using 5 scales as mentioned earlier with the same level of agreement on the means.

Table: 27. Ratings on Characteristics of Educational Forums

No.	Characteristics of forums	Students N=250		Teachers N=150		Comparing Means t-test for Equality Means			
		Mean	S.D	Mean	S.D	t	df	Sig(2- tailed)	t _{crit}
1	Topic selected with consultation with representative opinion	3.04	1.069	2.88	.912	1.568	398	.118	1.96
2	Mostly feasible discussion type selected	3.08	1.104	3.00	.733	.750	398	.454	
3	Speaker carefully selected	3.10	1.115	2.93	.960	1.486	398	.138	
4	Suitable time and place selected	3.27	1.171	3.38	1.066	-.923	398	.357	
5	Qualified chairman selected	3.00	1.34	2.85	.880	1.919	398	.157	
6	Suggested readings circulated before the actual forum held	1.64	1.029	1.69	.876	-.503	398	.615	
7	Audience size highly considered	3.18	1.067	2.56	.855	6.084	398	.000	
8	Fully opportunity given for all specially for different views	3.12	1.084	3.42	.762	-2.977	398	.003	
9	Sarcasm and human distinguished	3.04	1.043	3.31	.770	-2.828	398	.005	
10	Each opinion respected and listened courteously	3.04	.970	3.24	.817	-2.072	398	.039	
11	Personal testimony encouraged	3.29	1.009	3.25	.779	.403	398	.687	
12	Plat form of delivery interesting	3.21	.998	3.06	.668	1.656	398	.098	
13	Biased and distorted presentation of subjects protected	3.07	1.056	3.18	.875	-1.093	398	.275	P<0.05
14	Supplementary information gained	2.13	1.235	2.13	1.070	.011	398	.991	
15	Reorganized ideas presented	2.92	1.115	2.78	.874	1.352	398	.177	

Level of agreement: (<2.50= 'Disagreement', 2.50 – 3.50= 'Moderate', >3.50 = 'High agreement')

Means of items 6 and 14 were <2.50 and no mean rated >3.50 . The rest items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 and 13 responded moderately ranging from 2.50 – 3.50 and the corresponding t values excluding items 7, 8, 9, 10 were less than 1.96 and p values were greater than 0.05. This means that there was no statistical difference between the students and teachers in describing the characteristics of educational forums. On the opposite side, the t values obtained for items 7, 8, 9 and 10 were greater than 1.96 and the p values were less than 0.05 level of significance. These could lead to conclude that there was statistically significant difference on the items between the two groups.

4.2.22. Responsible Body to Organize and Monitor Educational Forums

In this section, both groups of respondents were made to react on who is responsible to organize and monitor educational forums. As a result, from table 28, it is shown clearly that 76.8% of students and 93.3% of teachers were indicated that principals were the one who organize and monitor educational forums.

Table: 28. Ratings on Responsible Body to Organize and Monitor Educational Forums

No.	Responsible body to organize and monitor Educational Forums	Students N = 250			Teachers N = 150		
		Frequency	%	Media	Frequency	%	Media
1	Teachers	53	21.2	2.00	9	6	2.00
2	Principals	192	76.8		140	93.3	
3	Students' Representatives	4	1.6	Mode 2	0	.0	Mode 2
4	Other	1	.4		1	.7	
T o t a l		25.0	100				

(1= Teachers and 2= Principals)

4.2.23. Achievement Obtained as a result of Educational Forums

Previously, the awareness level, selection criteria and forums' characteristics has been reported. Now, the achievements are presented here under. Rating scales, level of agreements and respondents are the same as the above one.

Table: 29. Ratings on Achievements Obtained as a Result of Educational Forums

No	Achievements obtained as a result of education forums	Students N=250		Teachers N=150		Comparing Means t-test for Equality Means			
		Mean	S.D	Mean	S.D	t	df	Sig (2-tailed)	T critical
1	Hard better understanding of girls' education	3.50	1.067	3.27	.919	2.775	398	.006	1.96 P<0.05
2	Built my knowledge in various issues of education	3.39	1.075	2.90	.809	4.843	398	.000	
3	Built my communication	2.78	1.106	2.53	.895	2.415	398	.016	
4	Helped me to express views in confidence	2.55	1.216	2.45	1.034	.796	398	.426	

Level of agreement: (<2.50= 'Disagreement', 2.50 – 3.50= 'Moderate', >3.50 = 'High agreement')

As can be seen from table 29, all means were found from 2.50 – 3.50 which implied moderate level of achievement. From the t and p values only item 4 showed no statistical significant differences when perceived by the two groups as $t_{cal} < 1.96$ and the p values > 0.05 level of significance. In the rest items, statistically significant difference was observed from the implication of the t values being > 1.96 and p values being < 0.05 .

4.2.24. Attitude of Female Students towards Educational Forums

As it is done with the other two policy measures, here also female students' attitude towards educational forum was assessed and reported.

Table: 30. Ratings on Attitude towards Educational Forums

No.	Female students' Attitude towards educational forum	Descriptive Statistic N=250		One sample t-test Test value = 3.0			
		Mean	S.D	t	d f	Sig.	M.D
1	Useful to clarify educational concerns	4.23	.911	21.388	249	.000	1.23
2	Adds knowledge	4.34	.798	26.642	249	.000	1.34
3	Not different from class room discussion	2.60	1.002	-6.373	249	.000	- .40
4	Destroys the atmosphere of open mindedness	2.03	1.110	-13.895	249	.000	- .97
5	In all about bias	1.79	1.164	-16.41	249	.000	-1.21

Level of agreement: (<2.50= 'Disagreement', 2.50 – 3.50= 'Moderate', >3.50 = 'High agreement')

The rating system used was 5 scales: 5 = 'Strongly Agree' 4 = 'Agree', 3 = 'Neutral', 2 = 'Disagree, 1 = 'Strongly disagree'. Those means below 2.50 were considered as strong disagreement, 2.50 – 3.50 as moderate and above 3.50 as strong agreement. Having this in mind, items 4 and 5 scored, less than 2.5. Item 3 was rated as moderate and the means of the 2nd and 3rd items were responded being >3.50 as strong agreement. The one sample t-test value (3.0) with the corresponding p values (<0.05) indicated high level of statistical difference from the test value 3.

4.2.25. Hindering Factors for Educational Forums

This section of the thesis result is concerned with the limiting factors for effective implementation of educational forums. Students and teachers were made to respond on these items. Accordingly, item 1, 2, 4, and 5 registered >3.50 means and the rest item 3, 6, and 7 means scored between $2.50 - 3.50$ and no mean scored <2.50 .

Table: 31. Ratings on Hindering Factors in Implementation of Educational Forums

No	Hindering factors in implementation of educational forums	Students N = 250		Teachers N = 150		Comparing Means' t-test for Equality of Means			
		Mean	S.D	Mean	S.D	t	df	Sig(2-tailed)	t _{crit}
1	Unavailability of Comfortable	3.88	1.304	4.30	.961	-3.459	398	.001	1.96
2	Problem of skillful speakers	3.84	1.94	4.29	.958	-3.857	398	.000	
3	Problem of arranging suitable time	2.99	1.359	2.89	1.381	.699	398	.485	
4	No/less prior information on the forum topic	4.17	1.217	4.44	.790	-2.445	398	.015	
5	Unfavorable physical setting	3.52	1.239	3.86	.990	-2.890	398	.004	P<0.05
6	No/less unqualified delivery system	3.10	1.291	3.48	1.058	-4.612	398	.000	
7	Organizers are less-prepared	3.20	1.377	3.24	1.235	-.292	398	.770	

Level of agreement: (<2.50 = 'Disagreement', $2.50 - 3.50$ = 'Moderate', >3.50 = 'High agreement')

The independent sample t-tests for the 3rd and the 7th item were <1.96 and their p values were >0.05 which indicated no statistical difference between the two groups. On the other hand, in the perception of the remaining items, statistically significance difference was observed between the two groups.

❖ **FGD with female students' Parents Results**

1. How much do you know about Tutorial, Guidance and Counseling services and Educational Forums?

In the discussion held most parents mentioned that they became to know about tutorial service and educational forums when their daughters asked them for permission to attend. Little number of parents said that they have meet with guidance counselors so that they came to know about it.

2. What Positive Achievements has been achieved as a result of Tutorial, Guidance and Counseling and Educational Forums?

Significant number of the FGD participants did not able to indicate benefits gained particularly from Guidance and Counseling service and Educational Forums. This showed low level of awareness of parents on those policy measures. Besides, not many parents indicated that their daughters became good achievers as a result of tutorial services. They had also a belief that only tutorial service can help their daughters' education as it is directly related with the class room lessons.

3. What negative implication has been caused as result of Tutorial, Guidance and Counseling and Educational Forums?

The main thing most of them mentioned was the extra time their daughters spend in schools because of tutorial classes and educational forums. They stressed that they want them to help in the house; however, their being spending extra time in schools is becoming a problem for them and they are even planning to permanently refuse to let them to attend tutorial and educational forums at all.

4. What do you suggest to improve the activity of Tutorial, Guidance and Counseling, and Educational Forums?

They suggested for the schools to arrange tutorial classes within minimum time interval of 15 days for 3-4 hours. About educational forums, they said that it would be better if it is organized ones or twice a year. As guidance and counseling does not affect time they did not give any suggestion on it.

5. Do support measures especially for female students necessary?

Average number of the participants forwarded an idea that as parents, they want their children to get best things of life. These best things of life are mainly found in marriage and in forming a family. However, the majority agreed that their daughter should live better life than they are now living. For this to happen, they recognized the power of modern education and their daughters should be supported to be successful in their education.

4.3. Findings from the Interviews

The interviews' responses are classified into 2 parts; firstly, the information obtained from the schools' principals and secondly, the information obtained from zones' and region's education experts.

4.3.1. Interview result from school principals

1. What has been done in your school to create awareness on the three policy measures?

They responded that especially guidance and counseling and tutorial service were recognized moderately by the teachers and students. Even if this is the reality and it is not as such necessary to make them aware of the services as they knew it already, they tried to organize a program particularly at the beginning of the year in order to explain the purpose. So far, their efforts in creating awareness highly depend on the program held at the beginning of the year.

2. Are the three policy measures helping female students to get the best out of their education?

It can be said that almost all the 13 principals were agreed that not few number of female students had and having the benefit. They believe that the effective implementation of guidance and counseling, tutorial classes, and educational forums would contribute much for enhancement of female students. Also most female students became involved in co curricular clubs and became rank students as a result.

3. What observable achievement/s has/have so far achieved as a result of the policy measures in promoting girls' education?

As mentioned above, the policy measures were helping the female students. When it is summarized the observed achievements indicated by the principals were:

- Most female students improved their educational performances as a result of tutorial service.
- Most female students were observed in discussing their problems, sharing ideas, coping with school and personal problems due to guidance and counseling service they got.
- Guidance and counseling also helped them to select their field of study for the future.
- Even if it was not as such strong, they are showing a very high interest to be active participants in the organized educational discussions.

4. What limitation so far faced in the implementation of the three policy measures?

✓ **Limitation faced in tutorial service**

Not little number of teachers had very less interest in giving tutorial class. It has been seen that they consider it as if they were ordered to do it. But, the truth was not this. Of course, if they give, there is a credit and it is considered in their evaluation. So, this fact is making them to carry it with minimum preparation. Another problem with regard to tutorial service was that there is work load on teachers. Teachers have up to 25 classes per week which made them to be very tight and no or less sufficient time for tutorial classes.

In addition, as tutees tend to be absent in significant number of tutorial classes, not getting the target group is becoming a problem. Again in most cases those with high academic performances benefit from it as any interested student is welcome.

✓ **Limitation faced on Guidance and Counseling**

- Almost majority of the guidance counselors are not professionally guidance counselors. They are teachers with experience other wise with very limited professional skills. This made the service not to be as it is supposed to be.
- There are no up to date trainings given for guidance counselors.
- The guidance counseling office environment is uncomfortable. It lack privacy as there are other duties of the teaching-learning handled together with the guidance and counseling service in the offices; this has been disturbing both the counselor's and the counselees' privacy.
- No standardized guidance counseling manual is used by the guidance counselors.
- Still, females especially, low achievers at large are not coming for the service.

✓ **Limitation faced in Educational forums**

- The time schedule to organize educational forums is not fixed. It is organized where something is up and became hot discussion point. The infrequent preparation has made both students and teacher not to have a good knowledge on educational issues.
- Suitable physical settings like hall with equipped material and sound system is very much limited.
- Skill full speakers are also very few in number.
- Because of the work load, teachers at large are not showing interest to take part in it.
- There were no/very less suggested readings circulated within the students and teachers pertaining the forum topic..

5. How is supervision of the implementation of the policy measures done at your level?

The principals answered that as much as possible when meetings held such related issues came to a discussion and what has been done and what should be done are usually discussed with

teachers. But, it is tried mainly to link it with extra curricular clubs; as most teachers participate in those clubs and have a meeting once a week, then principals work with the clubs leaders.

With regard to tutorial service, attendance of both tutees and tutors is taken and guidance counselors and principals meet informally and try to assess the performances and registration is made on how many students got the service so far. Concerning the educational forums that are infrequently organized, post discussions are usually made with both teachers and students to find out whether the forums had been thematic enough or not. In the actual discussion moments also, principals assure everything is taking place as planned and every valuable points are raised.

4.3.2. Interview result from zonal and region's education experts

1. What has been done in your zone/region to create awareness about the three policy measures in promoting girls' education?

They indicated that affirmative action by itself is not a goal; so different discussion programs were organized with principals, teachers, and students to exchange ideas in what way to continue. In addition, public gatherings were also used to create awareness. In every meetings and discussions held in the zones and in region level the importance of girls' education was discussed. Possible strategies to promote it were also raised with further elaboration. There was a discussion forum which is now taken care by woredas' education bureaus in which such issues are main agendas.

2. Are the three policy measures helping female students to get the best out of their education?

Changes were observed but, they believed that it was not as they hoped. However, there was a significant change in the female students' education. Girls, who got tutorial classes, improved their scores, because of guidance and counseling service, they realized that there is some body that is concerned about them and educational forums resulted better understanding of girls'

education and assertive members of school community, number of girls is increasing, drop out rate is reducing; generally achievement is promisingly improving quantitatively and qualitatively. The proportion of boys and girls who repeats grades is becoming proportional also.

3. What limitation so far faced in the implementation of the three policy measures?

Even if the above benefits were observed still female students lack motivation in their education.

Besides problems like;

- limited number of educational psychologists;
- budget constraint in woreda level;
- time constraint faced by teachers resulted a question of commitment in delivering tutorial services;
- family challenging female students in attending tutorial classes;
- problem in translating the policy measures as per the guidelines;
- lack of personnel due to BPR.

4. How is supervision of the implementation of the policy measures done at your office?

The supervision is mainly made through reports and counter checks were made based on the reports by visiting selected schools. As much as possible efforts were being made to make field visits to representative number of schools. They indicated that most roads were not comfortable so that it is creating a big problem in visiting schools.

Chapter Five

Summary, Conclusion and Recommendations

This final chapter of the thesis deals with the summary of the main findings, the conclusions drawn and suggested recommendations.

5.1. Summary

The major purpose of this study was to assess the effectiveness of policy measures in promoting girls' education in secondary schools of Amhara region. It had five specific objectives. These objectives were;

1. To know the awareness level of the school community about the policy measures.
2. To examine the policy measures' implementation.
3. To assess the observable achievements resulted from the policy measures.
4. To know the attitude of female students' towards the policy measures and
5. To point out the difficulties encountered in the implementation of the policy measures.

In order to meet these objectives the following basic questions were designed.

1. To what extent the school community aware of the policy measures?
2. How effectively are the policy measures being implemented into action?
3. What observable achievements have been attained?
4. What is the attitude of female students' towards the policy measures?
5. What are the major hindering factors of the implementation of the policy measures?

From the 13 policy measures on girls' education, this thesis was delimited to the three policy measures which were; tutorial service, guidance and counseling, and educational forum. In carrying out this research, descriptive survey method was used and literatures were also reviewed. 250 female students, 150 teachers, 13 principals, 13 school counselors, 4 zonal and 1 regional educational experts, and 25 female students' parents provided the necessary information through questionnaires, interviews and FGDs. The collected data was analyzed and interpreted

using appropriate statistical tools namely mean, median, mode, percentage standard deviation, independent and one sample t-tests, and chi square. Besides, the findings from the interviews were analyzed qualitatively. The major findings are stated below.

5.1.1. Demographic characteristics of Respondents

- Among the 250 female students from 13 selected schools, 139 were grade 9 students the rest 111 were grade 10 students with the mean age of 17.
- From the 150 teachers who participated in the study, 30 were females and 120 were males. 92% hold first degree, 7.3% diploma and 0.6% certificate. With regard to area of specialization, 54% were from natural sciences and 46% were from social sciences.
- Among 13 principals, who were interviewed, 11 (84.6%) hold first degree and 2 (15.4%) have diploma. 10 (76.9%) of the school counselors have first degree in teaching, the rest 3 (23.1) are educational psychologists.

5.1.2. Major findings of the study

- **Awareness level of the school community on the 3 policy measures**

Teachers and students reported that their awareness level was average on the three policy measures. However, they indicated that discussion and communication with the school on guidance and counseling as well as on educational forums were less.

- **Students getting the services**

The study has shown that usually girls with personal problems, having interest, and with school related problem get guidance and counseling. On the other hand, most respondents did not indicate girls with low level of educational performance getting the service. Students usually benefited from tutorial services were those with low level educational performance and those having interest in tutorial class. Educational forums were dominantly attended by high achievers, boys and by those students having interest in it. Tutors were giving the service by their interest and because it was some kind of a must. Tutees were selected by teachers.

- **Services characteristics**

In the guidance and counseling service, most research participants indicated that there was weak rapport relationship with counselees. In keeping records on hopes and plans of counselees and being confidential, it was reported that school counselors were doing good. On the other view, like the counselors' involvement in social activities, up to date knowledge, initiation to begin the process, avoiding premature conclusions and helping girls to be decision makers' counselors were rated average.

In tutorial services, it was reported that brain storming and reflective debates of teaching modes were not commonly applied where as individual and group assignment, revision of previous classes, teaching aids, discussions and problem solving were usually used. In almost all dimension, except individual assignment and teaching aids, both students and teachers had similar perception on the application level of teaching modes.

In organizing educational forums, the data obtained indicated that there was low level of provision of supplementary information and suggested readings on forum topics, topic selection consulting teachers and students, feasible discussion type, qualification of chairman, consideration of audience size, giving opportunity for different views, distinguishing sarcasms, opinion respecting, encouragement of personal testimony, arrangement of suitable time and place, plat form of delivery, biased presentation of subjects and reorganizations of ideas, their perception was moderate.

- **Achievements obtained**

Most agreed that guidance and counseling helped in coping with school related problems on the other hand, significant number of respondents of both groups agreed on average that it helped in improving academic results, reducing personal problems, identifying future careers, working effectively in groups and with teachers.

Also, respondents highly agreed that tutorial services helped for improvement of academic results. Moderately, they supported the idea that it helped for improvement of interaction with teachers, in paving way to know teachers well and in figuring out new studying technique. Due to educational forums, the study revealed that moderate level of achievements in better understanding of girls' education, building knowledge on various issues of education, building communication skills and expressing views in confidence have been attained.

- **Attitude towards the policy measures**

Positive attitude was reported towards all the three policy measures.

- **Hindering Factors for the implementation of the policy measures**

It was indicated that there was severe problem in getting comfortable counseling environment and as moderate challenges like work load on guidance counselors, lack of communication between counselors and parents and incompetent guidance counselors were mentioned.

Work load on teachers was raised as a major problem in tutorial services. Besides, parents' refusal to let their children to attend tutorial classes, uncomfortable time schedule, and absence of both tutors and tutees, lack of interest in tutors and low level of supervision were mentioned as problems.

Not getting skillful speakers, unavailability of comfortable environment, no/less prior information on the forum topic and unfavorable physical settings were major problems indicated with regard to educational forums. Problems of arranging suitable time, no/less qualified delivery system and organizers being less prepared were also among the problems.

- **Responsible body to organize and monitor**

Principals were indicated as responsible body to organize and monitor tutorial classes and educational forums.

Attendance of tutors and tutees in tutorial classes was moderate. As to the benefit tutors get as a result of giving tutorial services, no higher value had been obtained. Significant number of teachers said, their benefit was recognition or no benefit at all.

5.2. Conclusions

Based on the major findings presumed from the study the following major conclusions are drawn.

- As the study was carried out in general secondary schools, the mean age was higher than it is expected. This lead the researcher to conclude that girls either join high schools exceeding the official entrance age which is 15 or repeat classes in high school.
- The very few numbers of female teachers led the essence of role model very challenging in schools.
- Schools and responsible bodies were very weak in creating awareness particularly on guidance and counseling as well as tutorial services.
- With regard achievements obtained from the policy measures so far, it was a very good effort; however was not as much as it is expected.
- The good attitude female students have towards the policy measures indicated the good environment for the implementation.

Guidance and Counseling

- Because guidance counselors do not have all rounded knowledge; guidance and counseling service did not help low achieving female students which results moderate effectiveness in its implementation.
- The fact that the absence of comfortable counseling environment, not being guidance counselors professionals, and the inadequate number of guidance counselors to the students' population, made the service not to contribute its best to enhance girls' education.

Tutorial Service

- Schools were not much concerned about the selection of tutees.
- The big confusion on the purpose of tutorial service indicated the less emphasis given to it by the schools.

- The infrequent use of brain storming and reflective debate limited students' self exploration and expression of ideas.
- Work load on tutors, inconvenient time schedules, and a problem of high achieving students changing the spirit of the tutorial classes were very challenging problems limiting the implementation of tutorial classes.

Educational Forums

- Concerned bodies including schools did not give appropriate emphasis for educational forums.
- The absence of suggested readings and supplementary information made educational forums incomplete so that the audiences lack extra relevant knowledge on a topic.

5.3. Recommendations

Referring the findings and the drawn conclusions, the following possible recommendations are forwarded.

1. For any policy to be success, awareness must be created at first. Guidelines and principles should be brought to discussion to the school community by zonal and regional education bureaus. Besides, it is recommended to the schools to use largely public gatherings in order to address parents. In addition, it should be better if fixed programs set to exchange ideas on the services with students and teachers.

2. Guidance and Counseling service

- Educational psychologists should be assigned as guidance counselors by zonal education bureaus and experienced teachers can be assigned as assistants by the schools.
- Regular meetings between teachers and guidance counselors should be set in collaboration so that low achieving female students can be benefited from guidance and counseling service.

- Basically, for a school with many students, one guidance counselor is not enough; so assigning more than two guidance counselors should be considered by the zonal education bureaus.
- Comfortable and appropriate offices that can maintain privacy should be arranged for guidance and counseling services by the schools, zonal and regional education bureaus.
- Regional and zonal education bureaus should organize refreshing guidance and counseling trainings for guidance counselors on frequent basis.
- Guidance counselors should be highly involved in organizing social events in the schools.
- General structured manual should be prepared to carry out guidance and counseling services in schools.

3. Tutorial Service

- As, tutorial service is mainly for those who are low achieving students, only those students have to attend tutorial classes and the school must make sure this is what happens.
- Tutors should identify specific weakness areas of students' and structured manual should be designed for the smooth implementation of tutorial service.
- As much as possible the schools should encourage every teacher to be involved in tutorial classes. On the other hand, organizing high achieving students to tutor their classmates is also another suggested recommendation according to McCallister (1956).
- Appropriate time schedule that satisfy students' parents should be designed such as early in the morning and a little bit late after school time rather than calling students on weekends. Similarly, using free periods in the formal schooling time should be used by the schools.
- Basically, tutorial classes should be given with an interest. Other intentions may bring a feeling of obligation which snatches the basic interest. So, schools should bring this issue into discussion with teachers and reach on consensus.

4. Educational Forums

- Fixed time schedule should be set to organize educational forums by the schools.
- Annual plan should be designed for the implementation of educational forums by the schools.
- Schools should make discussions in frequent basis with teachers and students on 'how to' to carry educational forums.
- Enabling teachers as well as students through different trainings should be given significant emphasis in order to minimize the problem of scarcity of skillful speakers by zonal and regional education bureaus.
- Regional and zonal education bureaus should give emphasis in arranging meeting halls with appropriate sound system.
- Schools should make female teachers to highly participate and organize educational forums.
- The region and the zonal education bureaus should organize forums inviting public figures.
- Prior information and suggested readings should be circulated prior and when the actual forum held respectively by the schools, zonal and regional education bureaus.

Lastly, for the achievements obtained from the implementation of the policy measures to be improved, schools should highly enhance female students particularly low achieving ones to participate in guidance and counseling, tutorial classes and educational forums. In addition, schools should make frequent communication with students to maintain their positive attitude towards the policy measures.

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Addis Ababa University
School of Graduate Studies
College of Education
Department of Educational Planning & Management
Educational Policy and Planning Specialization Stream

Questionnaire to be filled by Female Students

Dear Students,

The purpose of this questionnaire is to collect information on the effectiveness of policy measures in promoting girls' education in Amhara Region. The success of this study entirely depends on your honest and sincere response to every item. Having this in mind, you are kindly requested to fill this questionnaire honestly. In addition, this study would attain its objectives mainly if you would answer all the items. This study is purely academic and all the information will be kept confidential and it is reported in a group level.

General Directions

- No need to write your name
- Indicate your response by putting '✓'
- For 'other (if any)' options, write short and brief answers or additional opinions.

Please follow these general direction and other instructions forwarded for each part.

I thank you.

Part I. Background of Respondents'

Please, fill the required information in the space provided.

1. Personal Information

001. Age _____

002. Grade level _____

003. Location of your school _____

Part II. Specific Information

2.1. Items on Guidance and Counseling

The following are items on different perspectives of guidance and counseling service in your school. Use the following scales to respond: Strongly agree (SA)=5, Agree (A)=4, Undecided (U)=3, Disagree (D)=2, Strongly disagree (SD)=1.

Your awareness about guidance and counseling service in your school	SA	A	U	D	SD
I was given brief explanation about guidance and counseling service					
Discussion was held between students and the school about guidance and counseling service					
The school communicates with students about guidance and counseling service					
Counselors communicate with parents about guidance and counseling service					
Other (if any)					
Girls who get guidance and counseling service are those	Y			N	
With low level of educational attainment					
With low level of parental income					
With personal problem					
With school related problem					

Who have interest towards guidance and counseling service					
Who are selected by teachers					
Being a female is the criteria to get guidance and counseling service					
Other (if any)					
Counselor's Professional skill - Does your school counselor					
Has home, test, health and employment records of students					
Has plans and hopes of students for the future					
Works with the principal and teachers to orient new pupil					
Serves as general facilitator for social program in school					
Works with girls' parents to solve girls' problems					
Establishes and maintains rapport with each girl					
Avoids premature conclusion					
Has up to date knowledge					
Takes the initiative to begin during the sessions					
Helps students to be decision makers					
Is confidential					
Helped you to cope up with school related problems					
Helped you to improve your academic performances					
Helped you to reduce your personal problems					
Helped you to identify your future careers					
Helped you to work effectively in group					
Helped you to work effectively with teachers					
Other (if any)					
Attitude towards guidance and counseling service					
It Makes me to feel good					
I enjoy dealing with the counselor					
Makes me to feel I am with a problem					
The process is very stressful					

I Always learn something new					
I feel negatively valued in the process					
Hindering Situation/s					
Counseling environment is not comfortable					
The counselor is incompetent					
There is work load on the counselor					
There is lack of communication between the counselor and parents					
Other (If any)					

2.2. Items on Tutorial services

The following are items on different perspectives of tutorial service in your school. Use the following scales to respond: Strongly agree (SA)=5, Agree (A)=4, Undecided (u)=3, Disagree (D)=2, Strongly disagree (SD)=1.

Your awareness about tutorial service	SA	A	U	D	SD
I was given brief explanation about Tutorial service					
Discussion was held between students and the school about tutorial service					
The school communicates with students about tutorial service					
Tutors communicate with parents					
Beginning and ending time is known					
Other (if any)					
Selection Criteria - Girls who get tutorial service are those Y N					
With low level of educational performance					
With low level of parental income					
Being a female is the criteria to get tutorial services					
Who have interest towards tutorial service					
Recommended by teachers					
Other (if any)					

Tutors are selected due to- React by giving remark on each item as 'Yes' or 'No'					
	Yes			No	
Their interest					
Their experience					
Recommendation of students					
It is a must to give tutorial service					
Other (if any)					
Tutees are selected by					
Teachers					
Students' representatives					
Principals					
PTAs					
Other (if any)					
Interaction between tutees and tutors is friendly					
Tutorial service	SA	A	U	D	SD
Helped you to improve academically					
Helped you to improve your interaction with teachers					
Paved the way to know your teachers very well					
Helped you to figure out new studying technique/s					
Other (if any)					
Attitude towards Tutorial service					
Contributes much for enhancement of girls' education					
Discriminates some girls from others					
Creates a feeling of inferiority					
There is no need of it					
Other (if any)					
Hindering Situations					
Parents refuse to let tutees attend tutorial classes					
Time schedule of tutorial classes is not comfortable					
Tutors are usually absent					

Tutees are usually absent					
There is work load on tutors					
Tutors lack interest					
There is low level of supervision					
Other (if any)					
How often do tutors use the following modes of teaching?					
	Always	Several times	Sometimes	Rarely	Not at all
Individual Assignment					
Group Assignment					
Revision of previous class					
Brain Storming					
Teaching Aids					
Discussion					
Problem Solving					
Reflective Debate					
Other (if any)					
Tutees attend tutorial classes					
Tutors are present in tutorial classes					

The responsible body to organize and monitor tutorial service is

1. Teachers 2. Principals 3. Students 4. Other (If any)

2.3. Items on Educational Forums

The following are items on different perspectives of tutorial service in your school. Use the following scales to respond: Strongly agree (SA)=5, Agree (A)=4, Undecided (u)=3, Disagree (D)=2, Strongly disagree (SD)=1.

Your awareness about Educational Forums	SA	A	U	D	SD
I was given brief explanation on educational forums					
The school communicates frequently with students about educational forums					
Discussion was made on 'how to' between students and the school.					
Other (if any)					

Selection Criteria - Girls who attend educational forums are those					
With low educational attainment					
With low level of parental income					
With school related problems					
With high academic results					
All female students attend					
Boys also attend					
Who have interest towards attending educational forums					
Other (if any)					
In preparing a forum					
Topic is selected with consultation with representative opinion in the school					
Mostly feasible discussion type is selected					
Speaker is carefully chosen					
Suitable time and place is selected					
Qualified chairman is selected					
Suggested readings are circulated before the actual forum held					
Other (if any)					
Audience size is highly considered					
Fully opportunity is given for all specially for different views					
Sarcasm and humor is distinguished					
Each opinion is respected and listened courteously					
Personal testimony is encouraged					
Plat form of delivery is interesting					
Biased and distorted presentation of subjects is protected					
Supplementary information is gained					
Reorganized ideas are presented					
Other (if any)					
Due to educational forums					
I have better understanding of girls' education					
I build my knowledge in various issues of education					

I build my communication skill					
It helped me to express my views in confidence					
Other (if any)					
Attitude towards Educational Forum					
It is useful to clarify educational ideas					
It adds knowledge					
It is not different from class room discussion					
It destroys the atmosphere of open mindedness					
It is all about bias					
Other (if any)					
Hindering Situations					
There is unavailability of comfortable environment for educational forums					
There is problem of skillful speakers					
There is problem of arranging suitable time					
There is no/less prior information on the forum topic					
There is unfavorable physical setting					
There is no/less unqualified delivery system					
Organizers are less prepared					
Other (if any)					

The responsible body to organize and monitor educational forums is

1. Teachers 2. Principals 3. Students 4. Other (If any)

Addis Ababa University
School of Graduate Studies
College of Education
Department of Educational Planning & Management
Educational Policy and Planning Specialization Stream

Questionnaire to be filled by Teachers

Dear Teachers,

The purpose of this questionnaire is to collect information on the effectiveness of policy measures in promoting girls' education in Amhara Region. The success of this study entirely depends on your honest and sincere response to every item. Having this in mind, you are kindly requested to fill this questionnaire honestly. In addition, this study would attain its objectives mainly if you would answer all the items. This study is purely academic and all the information will be kept confidential and it is reported in a group level.

General Directions

- No need to write your name
- Indicate your responses by putting '✓'
- For 'other (if any)' options, write short and brief answers or additional opinions.

Please follow this general direction and other instructions forwarded for each part.

I thank you,

Part I. Background of Respondents'

Please, fill the required information in the space provided.

1. Personal Information

001. Sex_____ 002. Age_____ 003. Your Education level_____
004. Your field of Specialization_____ 005. Year of work experience_____
006. Teaching load/week_____
007. School location you are teaching_____

Part II. Specific Information

2.1. Items on guidance and counseling Service

The following are items on different perspectives of guidance and counseling service in your school. Use the following scales to respond: Strongly agree (SA)=5, Agree (A)=4, Undecided (U)=3, Disagree (D)=2, Strongly disagree (SD)=1.

Your awareness on Guidance and counseling service	SA	A	U	D	SD
I was given brief explanation about guidance and counseling service					
Discussion was held between teachers and the school about guidance and counseling service					
The school communicates with teachers frequently about guidance and counseling service					
Other (if any)					
Girls who get guidance and counseling are those	Yes		No		
With low level of educational performance					
With low level of parental income					
With personal problem					
With school related problem					
Who have interest towards guidance and counseling service					
Who are selected by teachers					
Being a female is the criteria to get guidance and counseling service					
Other (if any)					

Counselor's Professional skill - Does your school counselor					
Has home, test, health and employment records of students					
Has plans and hopes of students for the future					
Works with the principal and teachers to orient new pupil					
Serves as general facilitator for social program in school					
Works with girls' parents to solve girls' problems					
Establishes and maintains rapport with each girl					
Avoids premature conclusion					
Has up to date knowledge					
Takes the initiative to begin during the sessions					
Helps girls to be decision makers					
Is confidential					
Guidance and Counseling service helped female students					
To cope up with school related problems					
To improve their academic performances					
To reduce their personal problems					
To identify their future careers					
To work effectively in group					
To work effectively with teachers					
Other (if any)					
Hindering Situations					
Counseling environment is not comfortable					
The counselor is incompetent					
There is lack of communication between the counselor and teacher					
There is work load on the counselors					
Other (if any)					

Tutorial Service helped female students					
To improve academically					
To improve their interaction with teachers					
Paved the way to know their teachers very well					
To figure out new studying technique					
Other (if any)					

Hindering Situations					
Parents refuse to let tutees attend tutorial classes					
Time schedule of tutorial classes is not comfortable					
Tutors are usually absent					
Tutees are usually absent					
There is work load on tutors					
Tutors lack interest					
There is low level of supervision					
Other (if any)					

Benefits for tutors – tutors get	Yes	No
Financial benefit		
Material Benefit		
Promotion Opportunity		
Recognition		
No benefit at all		
Other (if any)		

How often do tutors use the following methods of teaching?					
	Always	Several Times	Sometimes	Rarely	Not at all
Individual Assignment					
Group Assignment					
Revision of previous class					
Brain Storming					
Teaching Aids					
Discussion					
Problem Solving					
Reflective Debate					
Other (if any)					

Tutees attend tutorial classes					
Tutors are present in tutorial classes					

The responsible body to organize and monitor tutorial service is

1. Teachers 2. Principals 3. Students 4. Other (if any)

2.3. Items on Educational Forums

The following are items on different perspectives of tutorial service in your school. Use the following scales to respond: Strongly agree (SA)=5, Agree (A)=4, Undecided (U)=3, Disagree (D)=2, Strongly disagree (SD)=1.

Your awareness about Educational Forums	SA	A	U	D	SD
I was given brief explanation on educational forums					
The school communicates frequently with teachers about educational forums					
Discussion was made on 'how to' between teachers and the school.					
Other (if any)					
Selection Criteria - Girls who attend educational forums are those					
With low level of educational attainment					
With low level of parental income					
With school related problems					
With high academic results					
All female students attend					
Usually boys attend.					
Who have interest towards attending educational forms					
Other (if any)					
In preparing a forum					
Topic is selected with consultation with representative opinion					
Mostly feasible discussion type is selected					
Speaker is carefully chosen					
Suitable time and place is selected					
Qualified chairman is selected					

Suggested readings are circulated before the actual forum held	
Other (if any)	
Audience size is highly considered	
Fully opportunity is given for all specially for different views	
Sarcasm and humor is distinguished	
Each opinion is respected and listened courteously	
Personal testimony is encouraged	
Plat form of delivery is interesting	
Biased and distorted presentation of subjects is protected	
Supplementary information is gained	
Reorganized ideas are presented	
Other (if any)	
Due to educational forums – Female students	
Have better understanding of girls' education	
Build their knowledge in various issues of education	
Build their communication skill	
Helped them to express their views in confidence	
Other (if any)	
Hindering Situations	
There is unavailability of comfortable environment for educational forums	
There is problem of skillful speakers	
There is problem of arranging suitable time	
There is no/less prior information about the forum topic	
There is unfavorable physical setting	
There is no/less unqualified delivery system	
Organizers are less prepared	
Other (if any)	

The responsible body to organize and monitor educational forums is

1. Teachers
2. Principals
3. Students
4. Other (if any)

Guideline for Focus Group Discussion for Female Students' Parents

1. How much do you know about
 - Tutorial Service
 - Guidance and counseling service and
 - Educational forums

Provided in the school your child attends?

2. What positive achievement has been achieved as a result of
 - Tutorial Service
 - Guidance and counseling service and
 - Educational forums

In your child's education?

Do you really believe these activities can support your child's education?

3. What negative implication has been caused as a result of
 - Tutorial Service
 - Guidance and counseling service and
 - Educational forums

4. What do you suggest to improve the activity of
 - Tutorial Service
 - Guidance and counseling service and
 - Educational Forums

5. Do support measures especially for female students' necessary?

Interview Questions for School Principals, Zone's and Region's Education Experts

1. What has been done in your school, zone/region to create awareness about the three policy measures in promoting girls' education?
2. Are the three policy measures helping female students to get the best out of their education?
3. What observable achievement/s has/have so far achieved as a result of the three policy measures in promoting girls' education?
4. What limitation so far faced in the implementation of the three policy measures?
5. How is supervision of the implementation of the three policy measures done at your office?

Addis Ababa University
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Educational Policy and Planning Specialization Stream

Questionnaire to be filled by School Counselors

Dear Guidance Counselors,

The purpose of this questionnaire is to collect information on the effectiveness of policy measures in promoting girls' education in Amhara Region. The success of this study entirely depends on your honest and sincere response to every item. Having this in mind, you are kindly requested to fill this questionnaire honestly. In addition, this study would attain its objectives mainly if you would answer all the items. This study is purely academic and all the information will be kept confidential and it is reported in a group level.

General Directions

- No need to write your name
- Indicate your response by putting '✓'
- For 'other (if any)' options, write short and brief answers or additional opinions.

Please follow this general direction and other instructions forwarded for each part.

I thank you,

Part I. Background of Respondents'

Please, fill the required information in the space provided.

1. Personal Information

- 001. Sex _____
- 002. Age _____
- 003. Your Education level _____
- 004. Your Field of Specialization _____
- 005. Working Experience _____
- 006. Teaching Experience (If any) _____
- 007. Location of the school you are working _____

Part II. Specific Information

Items on guidance and counseling Service

The following are items on different perspectives of guidance and counseling service in your school. Use the following scales to respond: Strongly agree (SA)=5, Agree (A)=4, Undecided (U)=3, Disagree (D)=2, Strongly disagree (SD)=1.

Girls who get guidance and counseling service are those					
	SA	A	U	D	SD
With low level of educational attainment					
With low level of parental income					
With personal problem					
With school related problem					
Who have interest towards guidance and counseling service					
Who are selected by teachers					
Being a female is the criteria to get guidance and counseling service					
Other (if any)					

Your qualification as a counselor is

- A. Just teacher without professional training
- B. Educational Psychologist
- C. Counselor through experience
- D. Teacher with some counseling courses
- E. Other (if any)

Counselor's Professional skill – Do you	Yes	No			
Have home, test, health and employment records of students					
Have plans and hopes of students for the future					
Work with the principal and teachers to orient new pupil					
Serve as general facilitator for social program in school					
Work with girls' parents to solve girls' problems					
Establish and maintains rapport with each girl					
Avoid premature conclusion					
Have up to date knowledge					
Take the initiative to begin during the sessions					
Help students to develop own objectives and make decisions					
Are confidential					
Guidance and counseling service helped female students	Y	N			
To cope up with school related problems					
To improve their academic performances					
To reduce their personal problems					
To identify their future careers					
To work effectively in group					
To work effectively with teachers					
Other (if any)					
Hindering Situations					
	SA	A	U	D	SD
Counseling environment is not comfortable					
The counselor is incompetent					
There is work load on the counselor					
There is lack of communication between the counselor and teacher					
There is work load on the counselors					
Other (if any)					