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THE PRACTICE AND MAJOR CHALLENGES OF SCHOOL-BASED TUTORIAL PROGRAM FOR FEMALE STUDENTS: THE CASE OF PRIMARY LEVEL SECOND CYCLE (GRADE 5-8) GOVERNMENTAL SCHOOLS OF ADDIS ABABA

BY
WONDIYE KEBEDE

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BY
WONDIYE KEBEDE FELEKE

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ACRONYMS AND ABBREVIATIONS

AFT ---------- *American Federation of Teachers*

EFA ---------- *Education for All*

ETP ---------- *Education and Training Policy*

ESDP ---------- *Education Sector Development Program*

FDRE ---------- *Federal Democratic Republic of Ethiopia*

GER ---------- *Gross Enrollment Ratio*

GDP ---------- *Gross Domestic Product*

IER ---------- *Institute of Educational Research*

JRM ---------- *Joint Review Mission*

MDG ---------- *Millennium Development Goals*

UDHR --------- *Universal Declaration of Human Rights*

UN ---------- *United Nations*

USAID ------- *United States Agency for International Development*

USA ---------- *United States of America*

UNICEF ----- *United Nations Children's Fund*

UNESCO -----*United Nations Education, Science, Cultural Organization*

IAE ---------- *The International Academy of Education*

IBE ---------- *International Bureau of Education*

PTA---------- *Parent and Teacher Association*

MOFED----- *Ministry of Finance and Economic Development*

MOE-------- *Ministry of Education*

SES--------- *Supplemental Education Service*

CAI ……..*Computer Assisted Instructions*

SSP …….. *The Safe School Program*

ABSTRACT

This study was aimed at investigating the practice and the major challenges of school-Based tutorial program provided for female students of the primary level second cycle (grade 5 - 8) governmental schools of Addis Ababa.

In conducting the study ,a descriptive survey method was employed in order to obtain pertinent information concerning the current state of school based tutorial programs provided for primary level second cycle (grade 5-8) female students in Addis Ababa. Randomly selected sample government schools (N= 8) were included in the study. Since tutorial participant female students, teachers and parents are the appropriate and knowledgeable bodies to respond to the problem of the school-based tutorial program, using a stratified sampling technique 3 sub-cities of the 10 and 8 schools of the 3 randomly selected sub-cities are included in the study.

Hence, 190 students, 90 parents and 45 teachers were involved in the study by filling the questionnaires to provide first hand information. Besides, 8 school tutorial coordinators, 8 sub-city education office focal persons and 1 city education bureau expert with 8 teachers (among those 45 teachers filling the questionnaire) were participating in the study through interview.

Quantitative data collecting format was also employed in order to secure quantitative data. Moreover documents showing the three and four consecutive years English and Mathematics results of tutorial participant female students who are found at grade 7 and 8 in the year 1999 E.C are also collected for the purpose of statistical analysis. Data analysis was made by using percentage, average and line charts that shows the trends of student's academic results.

The study revealed that the tutorial program was offered only to female students of grade 5-8 in 3 subjects i.e. (English ,Mathematics and integrated science) for grade 5 and 6; and five subjects (English ,Mathematics ,Physics, Biology and Chemistry) for grade 7 and 8 .The tutorial program run at the end of the week on Saturday and each sessions lasting 2hrs 30 minutes to 3 hrs 20 minutes for grade 5 and 6 ;and grade 7 and 8 respectively. However, in few schools the session lasts for 2hours and 15 minutes to 3hours and 45 minutes. The average proportions of eligible female students who are participating in the tutorial program are 48.9 percent of the total. And more male teachers 76 percent than female teachers 24 percent were participating in the program

as a tutor; and almost all tutors are fulfilling the requirement that having a diploma to teach in primary level second cycle.

The study also revealed that the tutorial program was organized by one coordinator in each school and the role of parents, PTU members, Kebele Education Team leaders, Sub-city Education officials and City Education Bureau Expert were found insignificant. Tutees and tutors are selected for the program using a certain criteria and these criteria were emanate from the city education bureau and employed in each school non-uniformly. The total situation of the tutorial program seems run in a loosely organized way.

Moreover, the tutorial program has believed to be improving students' academic achievement. In this regard the tutorial participant students scores in English and Mathematics was not found improving from year-to-year though almost all students scored an average score of 69 and above, which is satisfactory by the Ethiopian school standards.

The major challenges of the tutorial program were the attendance problems of students, low level of parental participation, and absence of training for tutors on the methodology of tutoring and loosely organized tutorial program among others.

Finally, in general, the study discussed the general situation of the tutorial program offered for the primary level second cycle female students of Addis Ababa and the major challenges the program faced such as the problem of attendance, absence of training on the methodology of tutoring for tutors and provide the possible solutions like increasing participation rates, providing training on the methodology of tutoring for tutors and the like that might be employed to improve the tutorial practice.

CHAPTER ONE

Introduction

1.1. Background of the study

Similar to many African and other developing countries, the education of female students in Ethiopia hasn't reach to its appropriate level; rather it is found in its rudimentary stage. MDG report, 2004, after assessing several studies stated that women in Ethiopia are disadvantageous to their sex.

Women in Ethiopia constitute 49.8 percent of the population, but their participation in qualified jobs and related fields is at its lowest level (Report of the FDRE, 2006). The major reasons for this are ample in number ; but the mother of all other reasons is the gender - based disparity in getting access to education, which most likely hinders or minimizes the over all participation of women in different developmental activities.

However, since the last few years a number of meaningful measures are taken by the government and other stakeholders to increase the enrollment rate of students, in particular to female students. In supporting the above idea, (Rose, 2003, Amare et.al, 2006) confirmed that enrollment in Ethiopia has increased alarmingly for both boys and girls since the early 1990s.

Though there is a relative increment in enrollment; on the contrary, it's observed that there is a decrease in the quality of education - which can be measured by different indicators. Rose, 2003, in supporting the above idea stated that since enrollment increased dramatically over crowding was increasingly evident and this consequently results to lack of quality in education.

Quality in education could be expressed by different qualitative indicators, including people-teacher -ratio, student- section -ratio, teachers' professional capacity, availability of text book and etc (MDG Report, 2004, National Report of Ethiopia, 2001)

To this effect all the quality issues seems deteriorating when the effort to increase enrollment rate increases. Johanna Lasonen, et al, 2005 confirm that the pupil teacher ratio and student section ratio show rising trends over the last decade. Moreover shortage of teachers is likely to grow and schools operate with very modest facilities.

Based on the above facts and different research findings, there are enormous factors that negatively influence girls' and boys' education at all and female students in particular. In Ethiopia, girls' enrollment rate is low; besides, those who enrolled are also achieving less when compared to male students. This means that female students are the victims of low academic achievement. In connection to this, Batsche (1985) in Phillip, L. Cardon (2000) disclosed that more female students than male: non-enrolled, fail or detained from school due to various reasons. More females show the common individual features of at risk students such as school absentee, low self concept, poor grades, and low socio economic background .(Batsche (1985) in ibid)

Therefore, schools designed different strategies to assist low achieving students in general and female students in particular. The strategies are many, but the commonly practiced and the main interest of this paper are supplemental academic services.

In most developed and developing countries, repeating grades are traditionally taken as one method of remedy which is used as a means to raise educational standards (Falmer, 1989, in Center for Policy Research in Education, 1989). Using repetition, schools believe that, students get additional time to learn more the materials that they failed to master. But, different research findings couldn't support repetition and don't take it as a useful strategy to assist low achieving students.

Supplemental Academic Services are the other methods of assisting low achieving students. This service includes tutoring, which is an additional academic instruction designed to increase the academic achievement of students in schools (Supplemental Educational Services Non - Regulatory Guidance, 2005).

An academic intervention program has three different functions: preventive, augmentative and remedial (David J. Francis, Mabel Rivera, 2006). The effectiveness of

each functions depend on factors that are related to the students' school experience. The two functions, i.e. preventive and augmentative, best implemented as class wide strategy, whereas the remedial function as a supplemental strategy.

Therefore, based on the above explanation, tutoring can be seen as a remedial or supplementary strategy which is performed out-side the regular classroom setting following the principles and methodology of tutoring.

Thus, those students who lag behind their class- mates in general and female students who do so in particular are the prime victims of the problem and this problem needs to be alleviated by offering them a supplemental academic service which is most commonly called a tutorial program. These female at-risk students seek additional instructional support in a particular subject or a number of subjects at some point in their school years. It is not surprising that some of them even need more support than others.

Without the proper tutorial or academic intervention program, these students are expelled from school or functionally couldn't have mastered the expected knowledge, skill and attitude at the end of the academic year.

In this regard, some educators and policy makers have proposed alternatives to tutorial programs. For instance, some schools require students to repeat grades if their academic achievement fall below a targeted level. However, many scholars disagree with this policy and substantiate that this method is not as effective as expected; and research findings, such as, Brooks, 2007, indicate that students who repeat grades demonstrate no long-term gains. This writer further elaborates that requiring students to repeat grades is generally more expensive than implementing well designed tutorial program.

Taking the above points into account, it seems very appropriate to focus on different academic interventions schools make to improve academic achievement of students rather than forcing them to retain.

Schools usually provide different academic interventions in the form of tutorial programs including before and after school classes, Saturday classes, summer time classes and extra period in the problem area subject (double dosing) among others (American Federation of Teachers, 1998:6).

In Ethiopian schools this tutorial program is also practiced; though the general situation of it is unknown. In line to this (ESDP, JRM, 2004: 9) writes that tutoring classes which were given by regular teachers after school hours and during the week end is taken as an option to help students lagging behind in their studies. These tutorial classes are given particularly to female students.

Although different scholarly works indicate that this tutorial program has a positive effect on academic achievement of staggering students, there has been less attention devoted to implement the program in a planned, organized and supervised manner. There also exists misconception and lack of interest for the program among student's parents and even teachers due to various reasons.

In addition to this, even though the practice is there at various level and depth, no one seems to try to make assessments that might help to see and measure the influence of these tutorial programs in the academic achievement of students. But, the program continues from year-to-year without making the necessary evaluation and improvement based on research results.

Therefore, in this respect, this research tries to examine the practice of tutorial programs among different school-based academic intervention programs that are especially provided for primary school second cycle (grade 5-8) female students of Addis Ababa.

1.2. Objectives of the Study

This study has the following objectives:

1. To investigate the general practice of school based tutorial programs that are provided to female students
2. To Find out the influence of the tutorial program in the academic achievement of female students and
3. To Identify the major challenges the tutorial program faced and forward possible recommendations to curb the problems

1.3. Statement of the problem

Several studies have demonstrated the positive impact of tutorial program, if it is implemented properly, in the improvement of the academic performance of at-risk students who are females and students that have low socio-economic background. For example, The International Encyclopedia of Education (1995) stated that tutoring improves school achievement, self concept and attitudes towards school, and students gain more by being tutored.

However, the researcher believes that many schools found in the study area have not taken tutorial programs as an impressive tool in the academic improvements of every student in general and the struggling one in particular. Most of the schools try to practice this service, but it doesn't seem that they do it in a planned and organized manner. Even the results secured from this service are not assessed and used as a feed back for the necessary improvements of the future. Therefore it seems schools implement this program without making any intention to improve it from time to time.

Hence, the main purpose of this study is to examine the practices and pin-point major challenges of school-based tutorial program for female students in primary education second cycle schools of Addis Ababa. To this end, the study tries to seek answers for the following basic research questions.

1. What are the typical features of the school-based tutorial program and in what ways do schools practice it?
2. What is the influence of the tutorial program in improving the academic achievements of female students?
3. What are the major challenges encountered in practicing the school-based tutorial program?

1.4. Significance of the Study

This study attempts to assess the general situation of tutorial programs provided for female students in the primary level second cycle (grade 5-8) schools of Addis Ababa and the major problems related to the practice of it. The study also tries to see the contribution of this program to the students' academic achievement. So, the results of the study might help students, teachers, parents, education officials and policy makers in giving insight about the total situation of the tutorial program.

The study can also help as a spring board for those who want to make further investigation on similar issues. Moreover, in these days the practice of providing tutorial program is mushroomed in our schools and out-of-school settings. But, the proper follow-up and supervision service is not established yet, therefore this research may alert education officials and policy makers to make further research and take the necessary measures regarding the program.

1.5. Delimitation of the Study

The practices and major problems of school based tutorial program can be studied from different aspects. This study, however, was delimited from the stand point of the following major points. The study tries to see the school-based tutorial programs that are held to help female students in the selected governmental primary schools (grade 5-8) in Addis Ababa.

It is clearly known that tutorial programs are provided off-site the school (out side the school compound) and inside the school or school based .Thus ,this study is delimited to the tutorial program offered in schools where the regular class held by the same teachers on the week ends i.e. Saturday. Moreover, the study attempt to see only the major challenges of the tutorial program schools faced during the practice of school-based tutorial program.

The study also looks into grade 5-8 female students, their respective parents, and teachers, tutorial program coordinators at school, and the concerned bodies in the Sub-City and City Education Bureau level. In addition to that, the study was delimited to investigate only those subjects that are given in the tutorial program. These subjects are

English, Mathematics and General Science for grade 5 and 6; and English, Mathematics, Physics, Biology and Chemistry for grade 7 and 8. Besides, English and Mathematics results of grade 7 and 8 students in the last three and four consecutive years were taken for further statistical investigation.

1.6. Limitation of the Study

This study has its own limitations. The following were the major difficulties the researcher faced and considered as the limitation of the study.

During the data collecting time, one sample school officials, in the Yeka Sub city, refused to provide data for the study with a simple reason that teachers and students are busy with make-ups; which give no meaning for the researcher. After a repeated effort and the school officials persistence on their refusal and this problem forced the researcher to reduce the total number of sample schools from nine to eight.

The other limitation is that no similar research or study was conducted on tutoring or similar issues related to the practice of tutoring in the Ethiopian schools context. This consequently creates a problem in finding a local bench-mark and push the study(researcher) to see only the experience of other countries, particularly that of USA.

CHAPTER TWO

Review of Related Literature

2.1. Female Students Education

Access to quality education and improving the quality of education for girls are the fundamental human right issue and set as the most urgent priority task (UDHR, UN 1948, EFA goals, ETP, 1994). In emphasizing the above point the MDG that established in 2000, also asserts that achieving all eight goals is critical, two are, universal education and Gender equity, considered to be central to all others (USAID, 2000). These facts are inculcated in different policies of the government of Ethiopia and education is perceived as a center piece of all policies; because, investment in education is believe to yield broad economic and social benefits for national development.

In this instance significant progress has been made since 1994 to improve access to schooling and, in particular, to target girls' enrolment and considerable progress has occurred in improving over-all enrolment, beyond expectations. (Rose, 2003:1, ESDP, 2004), also recognizes the progress and stated, access to primary schooling has been expanding faster than planned. The GER for primary school reached 68.4 percent in 1996, while target for 1997 was 65 percent, (USAID, 2004, Amare. et. al 2006, the MDG report 2004, Johanna Lasonen, et al 2005) are also confirmed and recognizes rise regarding access in past few years.

It is true that the on going efforts made by the Government and different stakeholders secured a positive result regarding increasing female students enrollment rate, but the over all effort seems not reaching to its expected level. In consolidating the above issue, (Rose, 2003: 1) stated that despite on going efforts; the gender-gap has not narrowed, although there are hopeful signs for improvement over the next decade.

The other very crucial factor apart from enrollment is the Quality issue, which was not given an equal emphasis to enrolment until recent time. (ESDP, 2004:8) importantly stated that, as a result of the focus on enrolments, the pressure on the quality of efficiency indicators may become even greater than they are already. Ibid, 2005 citing the mid-term

report of the first ESDP writes that, there is a good progress in expanding enrollments, but qualitative indicators had declined. In support of this, (Ibid, 2004) ; pin points the following symptoms: deteriorating quality/shortage of and/ or non-availability of textbooks in class rooms; increasing student teacher ratios at all levels; shortage of class rooms and shortage of qualified teachers at upper primary and secondary levels. In connection to this, The Safe School Program, 2004:11, characterizes the education system of Ethiopia by high drop-out rates, poor student performance and teaching materials. Amare, et al, 2006 and MDG Report, 2004, gives a more comprehensive and up to date information in supporting the aforementioned idea that there is rapid expanding in gross enrollment, but gender imbalance and the quality problems remaining an acute problem. They conclude that universal primary education in Ethiopia some times come at the expense of quality of education.

Thus, in Ethiopia both enrolment and quality issues in education are not reaching at its satisfactory level and the problem seems fatal when it comes to female students. That is why Adamu, 2004, Citing Anbessu and Barbar, 1988 and Genet, 1991 stated, the proportion of female students is low at different levels of schooling and their achievement is significantly less than that of males at primary and secondary level in all subjects.

2.2. Factors Contributing to Female Students Low Academic Achievement

Women in Ethiopia constitute 49.8 percent of the population, but their participation in qualified jobs and related fields is at its lowest level. Further more, the majority of women perform tiresome, low paid and even unpaid jobs (Report of FDRE, 2006:3). Similar to many African and developing countries, the large number of women in Ethiopia holds low status in the various fields of development. They are disadvantageous and denied so many things, including equal access to education that is considered to be as the prime factor for ensuring the total development of society in general and the participation of women's in the countries development endeavor in particular. The major reasons for this is gender based disparity in getting access to education, which most likely

hinders or minimizes the over all participation of women in different development activities.

Although it is true that, educating females has a positive impact on the life and development of the society, the practice is still not found promising. Despite the effort made to increase it, the enrollment rate of girls is low. Besides those who enrolled is also achieving less when compared to their male counterparts.

It is believed that, based on different research findings, there are enormous factors that negatively influence girls and boys education at all and female students in particular.

Johanna Lasonen, et al 2005; MDG 2004, writes, girls education is deeply influenced by such cultural and economic issues as tradition, legal systems, customs, poverty and discrimination.

Odaga and Haneveld, 1995, in Teshome, 2002, categorized factors contributing for low academic achievement of female students in to 3 headings: socio-economic; socio-cultural, and political and Institutional factors. Here under, we will further go to see the above mentioned factors categorizing in to three parts.

2.2.1. Economic factors

The link between student's achievements, economic circumstances and the risk of becoming a drop-out is proved to be positive. (Goldman, N Haney, W., and Kofier et.al. cited by Hijazi Syed Tahier and Naquir Rosa, 2006:1). It is clearly known that Ethiopia's GDP per capita remains US$ 110, which is amongst the lowest in the world. More over approximately 45 percent of people are estimated to be living below the poverty line. This poverty as one aspect of economic factor has exerted its own huge negative influence on the enrollment of both boys and girls (Ross, 2003:11)

USAID, 2004:16, in supporting the above idea elaborates the situation in a very expressive way that; the heavy work burden threatens the girl's educational future as well as their health. The girls on the high way were carrying their loads when they should have been in school. And even if the girls manage to remain in school, their school work suffers

By the same way, Johanna Lasonen, et al, 2005:29, describes the reason why parents keep their children at home as follows: To assist them in their arduous tasks, women keep their children, especially girls from school, thus perpetuating the vicious cycle of female poverty.

In this regard, when one compares the negative influences of poverty on boys and girls, though both of them are victims, girls seem more vulnerable than boys. Rose, 2003:11, note that while factors related to poverty influence the schooling opportunity of both boys and girls, a number of interrelated factors suggest that it is likely to disproportionately affect girls. Ibid, citing Rose and Al-Samarrai, 2001, vividly explained that, the effects of household wealth on the probability of a child attending and completing school revealed that an increase in a wealth index by one unit improved a boy's chances of attending school by 16 percent, compared to 41 percent for girls suggesting that girl's enrollment is more susceptible to poverty than boys. In addition, Binauli (2002), cited by Malua – Banda, 2003: 10, stated that girls are from time to time asked to assist their mothers or guardians in household chores. As a result, their performance is affected at school and becomes lower than that of boys. In a similar development, Eileen Kane, 2004 writes, girls in Africa work more than boys and this has implications for their drop outs and repetition rates, performance and achievement.

Odaga and Haneveld, 1995 and Njau and Wamahu 1998, in Teshome 2002, further classified the economic factors in to: direct schooling costs, the opportunity costs of schooling, limited employment, socio-economic status, parental/family investment behavior, the economic value of girls and etc.

2.2.2. Cultural Factors

As one of the factors that inhibit female students' academic performance, cultural barriers play a pivotal role. Teshome, 2002, asserted that socio-cultural beliefs, customs, practices, pregnancy, insecurity, girl's expectation and other decisions causes dropping out of school. And these factors are also contributed for girl's low enrolment and poor academic performance.

Rose, 2003, Teshome, 2002, describes some specific cultural factors that has an adverse

effect on girls enrollment and low academic achievement, to mention but a few: the gender division of labor of the society, perceiving the returns of investing on girls to be low, pregnancy and fear of pregnancy, girls expectation of their school performance, chore time, religion, security and the needs for physical safety or protection and circumcision. In addition, UNICEF, in its Girls Education initiative (GEI), in Ethiopia Document (www.unicef.org/ethioia/education 463 html)mentioned, Lack of community and parental awareness regarding the value of educating girls, and Harmful traditional and cultural practices as factors that affect girls' access to quality education

2.2.3. School Related Factors

School related factors includes the working environment, distance to school, teachers attitude and teaching practice, gender bias in curricula and class room culture (Teshome 2002). The writer also cities the poor quality of teaching learning processes in the classrooms and the unattractive learning environment for girls as a cause for low academic performance.

Despite the continued commitment made to improve the above mentioned constraints, some problems remain persistent in Ethiopian schools. Ibid, 2002, further notes the relationship poverty or low level of economic development has with poor learning environment. Because of this fact it is apparent that most schools in Ethiopia are found in short supply of classrooms, teachers, learning facilities and materials.

The other very crucial school - related factors are teachers. According to Amare, 2006 and Ibid, 2002, teachers are widely recognized as critical factor influencing education quality at the school level. This writer further classify teachers influence in to two; teaching practice and teacher attitudes.

UNESCO, 2006, in Amare, 2006 , indicates or tries to show a strong link that has been observed between teachers professional development and quality, especially in the areas of teachers beliefs and practices; students learning, and on the implementation of educational reforms. Moreover, as literature on the issue affirms, Ethiopian schools operate with very modest facilities which couldn't help to ensure academic achievement.

With regard to teachers attitude toward female students again Teshome, 2002, by referring different research findings made in sub-Saharan countries, indicate that both female and male teachers believe that boys are academically better then girls. In some research findings, he mentioned females undermine and put themselves below boys in academic activities. Such backward and destructive beliefs are blocking the road for female student's academic achievement.

The other school related constraint which also contributes negatively for female students' academic achievement is the school curriculum. In this case parents as well as female students themselves questioned the relevance of the curriculum to their life. Besides, the curriculum content is full of stereotypes that discourage girls and force them to feel inferior. By consolidating this idea, Ibid, 2002, stated that the negative and in accurate presentation of female images in text-books as push factor for girls drop out from schools.

Rowe, 2002, concluded his remark that the greatest amount of variation in student achievement is found at the class room level. Other factors such as gender, socio-economic status and etc. are less important, and quality of teaching is taken as the single most important determinant of student achievement.

To sum up, different scholars forward different interrelated factors as a reason for students' low academic achievement in general and female students in particular. In this regard, World Bank, 2004; Odaga and Henveld 1995 in Teshome, 2002, identified two general factors as a reason for gender gap and low levels of girl's educational participation and performance. These are:-

1. Supply side factors including the availability of school, the quality of services they provide and the extent to which the services are adapted to the special needs of girls and
2. Demand side factors include how girls and their families respond to the kinds of schooling made available to them, direct cost such as school fees, uniforms, transport, books etc, and opportunity costs.

2.3. Strategies Designed to Assist Low Achieving Students

In the previous chapter, we have seen the status of female Education in Ethiopia and the prime factors that causes low enrolment and poor academic performance. The typical feature of this problem is expressed in the form of drop outs and repetition in schooling. Njau and Wamahiu, 1998 in Teshome, 2002:1 stated;

> Among the serious obstacles to female education, premature departures or dropping out from schools by female's students is notable in sub-Saharan Africa. Early departure of girls from schooling certainly results in wastage. The interruption of schooling by female students is also costly in terms of the quality of life of those who drop out as well as to the society at large.

As a country found in a Sub-Sahara-Africa the problem of drop-outs and repetition is significantly observed in Ethiopia., UNESCO, 2001:10, stated that efficiency measured in terms of repetition and dropout rate has shown considerable increment, the figure for 1999/2000 shows that 72.9 percent of the previous year students have been promoted to the next grade and the remaining 18.9 percent have dropped out and 8.2 percent have repeated.

Besides dropping out and repetition, (UNESCO,1998:5,) low learning achievement ,although not falling strictly in to the traditional definition of internal efficiency, is considered as perhaps the most important, if not the ultimate aspect of wastage in education. Literatures define wastage in respect to education as human and material resources spent or waste on pupils who have to repeat a grade or who drop out of school before completing a cycle.

Therefore, the reason for non-enrolment, retention, failure and low academic achievement has very mach resemblance to each other. And the most susceptible part of the society who is victims of the above mentioned problems are female students. In this instance, striving to increase female students' enrollment should not be the ultimate purpose of schooling rather enabling them to become effective and productive citizens is

necessary.

Ibid, 1998, by summarizing the above fact stated that although significant progress has been making in increasing the number of pupils enrolled in school in developing countries, these gains are undermined by the persistently large number of pupils who take more than one year to complete a particular grade and/or who drop out of school before completing the primary cycle.

Keeping this point in mind, we will go to see the strategies employed to assist low achieving students in improving their academic achievements. Strategy in this context is, a practice or intervention designed to help low-achieving students (Zoe Barely et al, 2002:1). In elaborating the purpose of a strategy , (Encyclopedia of Education and Sociology, 2002) describes that, it is designed to help low achieving or at risk students with appropriate academic assistances, so that they can get back to track and accomplish their academic goals. Researchers define at-risk in different ways, for instance, (Slavin and Madden, 1989 in Zoa Barely, 2002:9,) defines, at-risk that students who are at risk for school failure. Harlow, G. Unger, 1996, defines at risk students as students in danger of facing to complete their formal education because they are either unable to respond to the demands of school or because the school is unable to respond adequately to their needs. With out planned and appropriate interventions, these at-risk students, usually become; drop-out or expelled from school or is functionally illiterate upon completion of grades.

Becoming being at risk has not clearly delineated demarcations that help to differentiate one student from the other. In this respect the above mentioned literatures strongly asserted that any category of student who are below average, average, above average and exceptionally gifted may also be at-risk due to a number of reasons.

Ibid, 1996, in supporting the above idea Writes; students of any age and social or economic background may be at risk and students not at risk at any given age may often quite suddenly, become at risk students.

Because of this fact, though they are primarily targeted for at-risk students, academic intervention programs have been offered even to the best students. Thus, if at risk students are those who need an academic support program, the next question is how

could one differentiate these students from others? What are the principal features of these students? and who are these students?

Cardon (2000) citing Batsche, 1985, describes the common individual characteristics that differentiate at-risk students from others. These are: school Absentee, poor grades, low self concept, behavioral problems and low socio-economic background among others. Mc Cann and Austin (1988), in Ibid, pin point the typical characteristics of at- risk students as follows:

- They are at risk of not achieving the goals of education or receiving les than average point.
- They are children who exhibit behaviors that interfere with themselves and others attaining an education requiring disciplinary action (at least 3 incidents)
- They are those whose family economic backgrounds is leveled as low income below poverty level

He also describes the characteristics of at risk students' family that father/mother absent from home; father/mother unemployed; father/mother did not Complete high school; and those who have little reading materials at home. By the same token in concluding remark, (Miller, 1999, in Zoe Barely, 2002:9) based on the analysis of large scale data collections have found that lower student achievement and school drop out rates are associated with certain student characteristics, including low socio economic status; racial or ethnic minority background; single parent family; mother with low education; and limited proficiency in English.

J.S Farrant, 1998, also identifies the profiles of drop-outs and repeaters that the problems are most common among; students from low socio economic backgrounds, and females than males.

Therefore, to help these at-risk students improve in their academic performance; schools should device a workable mechanism (strategy) that possibly assists those disadvantageous students.

Low achieving students particularly girls need an intervention program that helps them to catch up their compatriots. Thus, a number of scholarly research findings forward a

variety of strategies that might help low achieving students in improving their academic performance.

UNESCO, 1998, categorizes the causes of school wastage in to those that are rooted in social and economic environment; and the way the school system itself is organized and operates. The social and economic factors are labeled as factors beyond the educator's control, but the other factors could be addressed by educators. According to the above source, school wastage that includes repetition of grade and dropout together with low academic achievement could be improved if the following measures (strategies) are taken, to mention: improving the quality of instruction or teaching methods, making schools more flexible, providing early intervention, inclusive education, making educational material more available and closing the gender gap.

In the same way, UNICEF, 2004, suggests: the establishment of feeder or satellite schools, girls hostels, school feeding programs, curriculum development and girl to girl tutoring as a strategy employed to improve girls' enrollment, retention and learning achievement.

Zoe barley et al, 2002, classifies strategies in to two parts that are:

1. General strategy that needs a whole school reform and
2. Specific strategy that is implemented in the context of regular classrooms/or schools.

Based on these two general types, they forward six different strategies. Out of these, two of them that are general instruction and cognitively oriented instructions are approaches to assisting low achieving students; whereas the other four: grouping structures, tutoring, peer tutoring and CAI (computer Assisted Instructions) are interventions. The primary difference between these two types, according to Ibid: 13, is that the approaches are more general and theory based whereas the interventions are more specific and applied.

To wind up our discussion on the issue of intervention strategy, (David J Francis, Mabel, Rivera, 2006:6,) stated that effective instruction and intervention serve at least three functions:

- To increase achievement in the overall population,

- To prevent academic difficulties in individual students or particular groups of students and
- To remediate problems that compromise the learning of particular individuals or groups of individuals

Therefore, there are different interventions that can be implemented in the context of regular classroom or at school level to help low achieving students improve. And in this paper two of the most frequently practiced intervention programs or the specific strategies employed in schools are treated. These are repeating grades and an academic intervention programs specifically tutoring.

2.3.1 Repeating Grades: As a Strategy to Assist Low Achieving Students

Most schools are taking retention or repeating grades as one method of remedy and they considered it as one way of giving chance to at risk students to fulfill the requirements they failed to do so in the first time around.

Brooks, 2007,citing different researches made on grade retention in the USA, stated that repeating grades is frequently used at an estimation of 2.4 million students per year and surprisingly the practices has been on the rise for the past 25 years. This idea is supported by falmer, 1989, in center for policy Research in Education that in the USA, 5-7 percent of students are retained. This fact is also finding true in Ethiopia, Hussein Eshetu, 2000:33, in Educational Journal , confirmed that grade repetition is a major educational problem in Ethiopia, as well according to UNESCO, 2001: 10, repetition and drop out rates has shown considerable increment that in the year 1999/2000 8.2 percent of students have repeated. A UNESCO statistical report also recognizes an increase in repetition rate in sub-Saharan Africa countries.

Retaining students in grade is often used as a means to raise educational standards. (Falmer, 1989, in Ibid, 1989; UNESCO, 1998) also affirmed that in a majority of countries, both developed and developing, educators require pupils to repeat grade in order to give them additional time to learn the material that they failed to master.

As to Ibid, 2000: 31, Advocates of grade retention argue that children promoted to the

next grade with out mastering critical prerequisites are not likely to succeed, and will not have a chance to excel others.

Ibid , 2000, citing Tomchin and Impara, UNESCO, 1998, concluded that grade retention is very popular with the public and most teachers and school leaders think and support grade retention is successful.

However, several studies reveal that contrary to the popular and age-old beliefs, repeating a grade does not help students gain ground academically and has rather a negative impact on social adjustment and self-esteem. Other research findings, such as (Levy, 1971:51, in Ibid, 2000: 32,) after assessing ample research evidence found that, there is a direct and positive relation between grade retention and dropout rate. Thus, although the practice of retention is continuing as one means of letting children get a chance of refining their lesson both in developed as well as developing countries, researchers such as Brook, 2007, throws their suspicion of getting acceptance by simply looking its frequency and said that the frequency of a practice should not be confused with its effectiveness. In connection to this Eileen Kane (2004) relates repetition with poor quality of education that doesn't improve learning.

Especially in Ethiopia grade retention has been taken as a custom for a long time today, and this practice is notable in lower grades where its effect is critical. Ibid, 2000:34, points out two characteristic features of grade repetition in Ethiopia, repeaters in general are more likely to be drop outs and the incidence of repetition is more severe for girls than for boys

Generally, scholars have a reservation or objection to retention. To their reservation, (Brooks, 2007), raise their concern that promoting students who are academically behind their peers with out introducing the appropriate support is also counter productive.

Therefore, these writers express their doubt about promoting students with out providing an appropriate support to them. Some off course, based on the research findings, prefer promoting at-risk students with out providing adequate support to next grade than forcing them to repeat.

To sum up, after a thorough analysis of retention and promotion and seeing the drawbacks of each practice, Brooks, 2007 forwards the following guide lines to be taken prior to deciding retention;

1. When retention is being considered for a student, decision makers should be aware of both the benefit and the adverse effects of retention,
2. If a student is struggling academically and/or socially, emotionally, a comprehensive evaluation should be conducted in an attempt to identify both the students' strength and duties.
3. After identification, the next step is to design and implement an appropriate intervention program with clearly stated goals and ways to measure these goals
4. Monitoring the effectiveness of any interventions is crucial to check the progress students made due to the interventions.

2.3.2. Tutoring (Supplemental Academic Service): As a Strategy to Assist Low Achieving Students

The main part of this study revolves around the practice of tutoring and major challenges facing it .Therefore, in the following chapters we will see the historical development of tutoring, definitions and concepts of tutoring, pre-conditions and principles of tutoring .In addition, the experience of USA in the practice of tutoring is also discussed.

2.4. Tutoring

2.4.1 Historical Development

Tutoring as an age- old practice, has a long and profound history that is expressed in different scholarly literatures. Kalkowski, 2001:1 date back the historical origin of tutoring to the time of human beings existence and writes that; Peer and cross age tutoring has been part of human Existence since Hunter-gatherer times.

Jenkins and Jenkins (1987:64) cited by Kalkowski (2001) write, tutorial Instruction (parents teaching their offspring how to make a fire and to hunt and adolescents instructing younger siblings about edible berries and roots) was probably the first pedagogy among primitive societies.

On the other hand (Wagner, 1990, in Kalkowski, 2001,) traces the historical origins of peer tutoring in western civilization back to Greece in the first century AD and through Rome, Germany, other European Locales, and finally America.

But,Toppings, 1988, cited in Ibid, dates the formalized use of peer tutoring back to the 1700's .Other academics, Bland and Harris, 1989, trace peer tutoring back to the early 19th century.

Topping, 2000:6 note that tutoring is a very old practice. It was common in ancient Greece and Rome, and is recorded in ancient texts even before then. Over the centuries it has gone up and down in popularity, but it has never gone away.

Even though we couldn't get organized information about the situation of tutoring in Ethiopia, the presence of similar practice seems inevitable. To cite some, in the ancient Ethiopian traditional schools i.e. Church and Muslim Schools, the religious teachers as a tutor instruct senior students, where as senior students give assistance for their junior ones down to the ladder in their day- to- day academic activities.

According to Torstein, Husen.et al 1995, organized and widespread use of cross-age tutoring is credited by a Scots man called Andrew Bell who in the late 18th century established a school for orphans of British soldiers and Indian mothers in Madras, India. Bell adopted the ancient Hindu tutoring system and in 1797 reported on the successful application of individual and group tutoring for instruction and discipline. This method was further adopted and developed by the English educator called Joseph Lancaster and the method later on called Ben-Lancaster system. This system relies on the following bases; Professional teachers instructed older students who in turn instructed Younger students, with younger students teaching still younger ones.

After a short while to its spread throughout Europe, the popularity of tutoring decreases due to the growing recognition of teaching as requiring special talents and professional

training. However, in the USA, tutoring was practiced throughout much of the 19th c.

Different writings on the issue pin-point a number of researched factors for renewed interest and mushroomed of tutoring, specially the peer tutoring practices in USA.

Based on this and other similar facts, tutoring is believed to be widely spread through out the world and especially in the USA, and much of the research evidences conducted on the practice are supporting the effectiveness of it as a method and credited to play a great role in the expansion of the tutorial services in the world.

2.4.2. Definitions and Concepts of Tutoring

Tutoring as a method of teaching that serves the public for a long time can be defined in so many different ways by a number of scholars in the field of education.

International Encyclopedia of Education Second Edition, 1995:6481, defines; Tutoring is a method of teaching in which one student (or a small number of students) receives personalized and Individualized instruction.

To this definition, tutoring primarily designed to supplement traditional class room which is typically conducted in large groups for those students who require remedial help and those who have difficulty for learning by conventional methods.

In the same way for Zoa Barley, 2002; Topping, 2000:6, tutoring can be defined as people who are not professional teachers helping and supporting the learning of others in an interactive, purposeful and systematic way. And tutors can be parents or other adult careers, brothers and sisters, other members of the family, other learners from the peer group, and various kinds of volunteers. To this definition, the whole life cycle of tutoring revolves around three important pillars of the tutorial activities namely;

- Its inter – activeness
- It is based on specific objectives and
- Provided in an organized manner.

Elliot, 2000, defines tutorial program as a special instruction designed to help students catch up a desired level of academic achievement. This author suggests that these

programs are common at all levels of schooling from pre-school through colleges and universities, and are typically involve re-teaching subjects or redesigning lessons to make the instruction clearer or more personalized for individual students.

There are two main actors who actively participate in the process of tutoring. The person who gives individual or small group instruction is called a Tutor and the learner or student who receives the academic support is called a Tutee.

Every One can be a tutor –every body can help some body with something (Topping, 2000:6),Tutoring is widely used with learners of all age regardless of sex, race, economic background and etc. It is most often used with learners in primary and secondary schools. However, it is also practiced in higher education, adult education and vocational education settings.

To Torstein,Husen.et al, 1995: 6482, tutors can be classified as; a paid private instructor, a volunteer, a school aide ,a parent or guardian ,another student or other teaching machine.

In a similar fashion Zoe Barley, 2002, in portraying the magnitude of this practice writes, tutors vary widely, from children to retirees, and he further classified tutoring in to three sub categories:

Professional tutoring: are a set of professionals including licensed teachers, trained specialists, and Para-professionals. The use of experienced and professional tutors gives strength to the notion that professional teachers are best suited for the role of tutoring, nevertheless it is relatively expensive than the other types .

Volunteer Tutoring: these tutors are mostly non-professionals and sometimes professionals who are giving their time for merely intrinsic rewards. This category includes those volunteers who offered tutor stipends and they are, most of the time, retirees, college students and other civic-minded adults.

Student tutoring: are tutors different from peer-tutors in that they are significantly older or otherwise advanced beyond the academic levels of the tutees. Moreover, unlike the peer-tutors these tutors are not expected to gain academically from the tutoring interaction.

On the other way, based on the similarities and dissimilarities of tutors to tutee's age, ability, background or personal characteristics, tutoring can be classified in to two major categories. (Kalkowski: 2001,)

Peer –Tutoring: in this kind of tutoring students tutor other students and both of them are similar in age, culture, language, motivation and the tutors' empathy for the learner's situation.

Cross-age Tutoring: refers to using a tutor who differs in age with tutees. These name, peer and cross age tutoring found overlap each other and also go by different names such as peer-teaching, peer-education, partner-learning, child-teach-child and learning through teaching. (Britz, Dixon, and Mc Laughlin, 1989:17, in Kalkowski, 2001:19)

Different from other classifications, in giving a strong emphasis to the contents covered by the tutoring practice and its helpfulness for the academic achievement of students, Ibid, 1995: 6483, classified tutoring in to three categories:

Course tutoring - In these kinds of tutoring a tutor provides a tutee with additional assistance and explanation on the material that is covered by the teacher. In this method students are provided with lesson or units of instruction and progress through them at their own pace. Each student must attain a certain level of proficiency before being allowed to proceed to a more advanced unit. In course tutoring tutors; grade student's tests, review course material and Encourage and support students. There is also another form of course tutoring called reciprocal tutoring, in that students take turns teaching one another, the course material.

Emergency tutoring - it is provided to students who need help quickly because of an impending examinations, test anxiety, or personal crisis.

Structured tutoring- in this case the tutor makes use of computer generated material that tutor teaches the tutee how to learn to use a computer lesson.

In general, in the above definitions we observe more similarities than differences among scholars, especially in the classifications of tutoring.

Every type of tutoring, either peer or cross age has its own merits and demerits. For instance, (Hedin, 1987, and Cazden, 1986, in Kalkowski, 2001,) write the importance of peer tutoring as follows; One reason peer tutoring works may be that tutors and tutees Speak a more similar language than do teachers and students.

The above mentioned Author further elaborates the idea by making a comparison between the two practices in that, in peer tutoring unlike in the adult interaction (cross – age tutoring), the tutor is not very far from the tutee in authority and knowledge; the tutee in peer tutoring feels free to express opinions, ask questions, and risk untested solutions, the interaction between tutor and tutee is more balanced and lively that positively affect the tutoring process.

The resemblance in age, culture, language, and the like, including emotional affinity between the two parties seems to play a great role in facilitating learning. But, in contradicting this idea, Topping, 2000:7, argues that, while a tutor can offer a greater quantity of individual support than a professional teacher can, the quality of that support is likely to be significantly poorer than that of a professional teacher. The detection of errors and misconceptions by tutors might be much less reliable than that by a teacher ;tutors might tell or show their tutees something which is actually incorrect ,tutors might become impatient and just tell their tutee the right answer ,or do the task for them, in which case the tutee will learn very little.

However, Webb, 1989, in Kalkowski, 2002, identified six conditions which may be, for effectively transmitting of knowledge through peer tutoring. These factors are: relevance, appropriately elaborated, timely help, understandable to the target student, and an opportunity for the tutee to use the new information and the tutee must take advantage of that opportunity.

In partially supporting the above idea, Topping, 2000:6, writes, Tutors do not need to be ' experts ' in the content or skill they are tutoring. But it is usually best if they know a bit more than their tutees. How ever, if tutors are much more advanced than the tutees, they are likely to become bored with the content the tutee has to learn, and will not gain much themselves.

According to the above explanations, the emphasis is given to the interactive aspect of tutoring formed between the tutor and the tutee that might be the reason why the author stands between peer and cross age tutoring. In one way, he tries to discourage being an expert to become a tutor, while in the other angle he proposes the tutor to be a little bit more advanced than the tutee.

To this writer tutors are tutors whether they are peer or cross age tutors, unless they are professionals; and when they are professionals he call them professional teachers. Hence, apart the overlaps created among these names, Topping's classification has a partial resemblance with that of Zoe Barely ,2002,classifications of tutoring i.e. professional ,volunteer, and peer tutoring. Hence, by looking all the definitions, classifications and explanations given to the practice of tutoring, we can identify the tutoring practice in to four sub groups. These are: Professional tutoring, Student tutoring, volunteer tutoring and Peer tutoring.

2.4.3. Preconditions and Principles of Tutoring

2.4.3.1. Preconditions for Tutoring

Remedial program have been offered even to the best students though they are primarily targeted for at-risk students. According to Roueche, 1977:24, it is remediation academic skills on the grounds among others; Preparing students to handle the regular classroom, Increasing low income enrollment and Closing the achievement gap.

Tutorial practices in whatever form, need different conditions to be fulfilled for effective result. In this instance, J.S. Farrant, 1998, compared remedial programs including tutorials with medicine, and writes; when you develop a backache, you may go to a doctor for treatment. He will begin by trying to locate the exact area troubled and how it is affected He will then question you in an attempt to find out how it was caused. On the basis of this diagnosis, he will not discharge you until he is satisfied that recovery is complete.

complete.

In the same way, a teacher suspecting a pupil of educational injury should try to accomplish a certain prerequisite before embarking any remedial tutorial program. The above writer, for instance, describe the following very important tasks to be accomplished prior to intervention:

- Identifying the extent and the severity of students backwardness, which means finding out if the student is backward in all his schooling or only in limited aspects.
- Discovering the causes of the problem by investigating carefully the child's record with; home background, school attendance and other relevant points.
- Seeking information's of his suspicious using different methods to show up, the nature of the child's weakness and the degree of backwardness.
- Drawing up remedial (tutorial) program and
- Return the child as soon as possible to normal education.

The most effective remedial strategy is to prevent students from falling behind in the first place. Unless every effort is made to provide early, quick and effective intervention, struggling students are likely to fall further and further behind as they proceed through the system (American Federation of Teachers, 1998). In consolidating the above idea, (David J Francis, and Mabel, Rivera, 2006:1) states that different learners with academic difficulties require effective instructions, approaches and interventions to prevent further difficulties and to augment and support their academic development. When designing an instruction approach or intervention, educators must consider several factors such as: Content, the format for delivery, the match between the learner's difficulty and the approach /intervention, whether it is meant to be a class wide approach or targeted for small group or one-on-one settings, the educators involved with the learner must make a joint decision, on the time of day for intervention.

Good intervention program have the following characteristics: a clear mission; realistic expectation for what its participants will achieve; a safe and healthy environment; a

supportive emotional climate ; stable ,well- trained personnel ;and content and instruction that match the child's needs and interests. (The Wallace Foundation, 2005:1).

After investigating several research findings on tutoring, David Snow, 2003:37, confirmed that it is an effective strategy for addressing the need of low performing students'. The researcher also suggests the following salient points:

- Tutoring programs should have a strong guiding purpose in order to direct the program tutors in their decision making. This guiding purpose should emphasize the diagnostic and prescriptive interaction that is a natural product of tutoring.
- Individuals of various ages and levels of education can be effective tutors once provided with appropriate training.
- Tutoring sessions need to be evaluated on a continual basis to ensure the day-to-day integrity of the intervention.
- Logistical concerns such as availability of materials have a significant effect on the success of a tutoring program.

We conclude this topic by a consolidating remark given by Toppings, 2000:3, in affirming the above facts stated that; however, every attempt at tutoring is not automatically effective, tutoring needs to be thoughtful ,well structured and carefully monitored .Tutors must be clear about how they can help ,and how not.

With regard to student's placement for remedial programs, there are different methods employed in different schools. In this case, Roueche, 1977:24, criticized using standardized test scores as "unfair" and suggests some more additional methods: the variety of program placement selection method; the types of test used for diagnostic or placement purpose; the availability of assessment service, and whether or not the remedial courses were optional or mandatory.

In more or less similar way, At-risk Guidelines, 2006:3, forwards, the following data or assessments are used to select and serve at-risk students include: Records of academic performance, State assessment results, Local assessments, Performance based assessments and the like.

Roueche, 1977:24 have investigated and presents the research based ranking of the various placement methods used for remedial programs. In the study, schools were asked to rank the methods according to frequency of use, the result clearly depicts that schools primarily use testing to place or advice students on remedial courses rather than other methods such as, previous educational records ,self –referral and teachers referred.

2.4.3.2 Principles of Tutoring

The International Academy of Education /IAE/ and International Bureau of Education /IBE/ has developed and distributed a series of booklets on different Educational issues. In one of its series, titled under "Tutoring" and written by Keith Topping, 2000, Educational Practices series-5, deals with the principles of tutoring.

According to this booklet there are ten research based principles for effective tutoring. The first four are general principles of tutoring for tutors; the next three are specific principles of how to tutor reading, writing and mathematics and the rest three principles deals about the organization of tutoring for tutorial organizers.

The detail principles are list down and briefly described here under.

1. General principles of how to tutor for tutors:

1.1. The principle of agreeing on a consistent time, target tutees, real life goals, and balance support and challenge.

1.2. Question, pause for thinking time and then prompt.

1.3 Observe performance; check for errors; ensure all errors are corrected.

1.4 Discuss praise and summarize/review.

2. **Principles of how to tutor reading, writing and mathematics for tutors:**

2.1 Support the tutee through challenging text and discuss and review to ensure understanding.

2.2 Help generate and map ideas; help scribe and edit rough drafts.

2.3 Question, make it real, check, summarize and generalize in mathematics.

3. **Principles of how to organize tutoring for organizers of tutorial program :**

3.1 Recruit and match learning partners with care.

3.2 Provide training and material.

3.3 Monitor, give feedback and intervene to maximize effectiveness.

For the purpose of this paper, we will see only the four general principles of tutoring for tutors and the three principles of organizing tutoring by excluding the three principles given to how to tutor reading and mathematics.

General principles of Tutoring

1. **Agree on a consistent time, target tutees, real life goals, and balance support and challenge** - time on task is a major factor in effective learning. According to different research findings, learning in frequent, short sessions is more effective than in occasional long sessions. The following practical applications are suggested:

1.1 Consistent and regular time. Tutor and Tutee must agree on;

- How much time they can give to working together,
- How often they will meet you each week
- How long is each session is over and how many weeks it takes? and where it takes?

1.2 Target tutee's real-life goal. Tutees often have strong ideas on what they need help with. Therefore tutors have to start with the tutees Immediate concerns.

1.3 Explore understanding .Tutors need to find out what tutees already know and what they think they know that is actually incorrect.

1.4. Small steps - Tutees often need to learn in very small steps .Do not Expect them to make big leaps. Tutors often forget how long it took them to really understand something themselves

1.5. Balance support and challenge- Tutoring is intended to be supportive, to Help the tutee in their struggle to understand. But tutors should not

Just give tutees the right answer, or just tell or show them how to do something.

This might feel helpful, but it will only result in mechanical learning without clear understanding remembering / what. Understanding process of how to find the right answers is the most important thing.

2. Question, pause for thinking time and then prompt. . The time Allocated to tutoring must be spent for tutoring if it is to have an effect. Tutees must be allowed time to understand questions or tasks, relate them to their previous experience, and advise a relevant strategy.

The Practical applications regarding question and prompt are;

2.1 - Avoid lecture - Long and complicated lectures are not recommended for tutees rather keeping every thing short, to the point and in simple Words are advisable.

2.2 -Review- Reviewing what you learned in your previous tutoring Session briefly is helpful.

2.3 - Concentrate - Drifting in to irrelevant conversation harm the tutorial Session, because tutoring time is very precious. Therefore staying Focusing on the task in hand is advisable.

2.4 Variety- Mixing up easy and hard tasks; short and long, highly structured and open ended etc.

2.5 Question -When tutors asked their tutees a question it is not recommended to ask for a fact or one-ward answer and the questions should be; open- ended and encouraging the tutee to talk; should not be too complicated; should make the tutee think and reveal their understanding or misunderstanding; should make the tutee apply, analyze, predict, classify, synthesize, justify or evaluate what they are learning.

2.6. Thinking Time-As a tutor do not expect the tutee to respond to a question immediately. Tutees need some thinking time and tutors

should give them that.

2.7. Prompt - Tutors are not teachers in that most frequently do not just tell the tutee the answer. To effective tutoring give them a small clue about how to work out the right answer.

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.

In the practice of tutoring, tutors have, though they might not be as good as a class teacher in recognizing it, sufficient time to observe for errors. Self correction must be away tutors intervene to help tutees. Therefore, for effective tutoring to takes place the following practical applications are forwarded:

3.1 Observe tutee performance closely – if errors are not seen and corrected, much faulty learning will take place.

3.2 Check for errors – when you see an error, try to intervene positively.

3.3 Promote self correction – when they have found error; in what way is it wrong? Why? How can it be put right?

3.4 Correction procedure – after self correction, if tutees do not get it right the tutor need to intervene more.

3.5. Ensure correct correction- tutors do not know every thing , so there is a risk they will not notice all the errors the tutee makes. This might be especially necessary if tutor and tutee are not very different in ability in the subject.

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 following practical applications are recommended;

4.1. Discuss – discussion will help to establish deeper and wider understanding in the tutee- and perhaps also in the tutor.

4.2. Praise – tutoring is a private situation that should be with in a context of trust.

4.3. When to praise – praise for success, for self correction, for increasing time span with out error.

4.4 Effective praise – praise specifying the reason for it, varies the praise and praise as you mean it.

4.5 Summarize/review – at strategic points during the tutoring session, and certainly at the end of it.

Principles of Organizing Tutoring

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. But, some research findings suggest, ,based on a 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. In this regard, the following points are expected to carry out prior to the commencement of the program. The practical applications are;

Voluntary or rewarded tutors – decide early on whether tutors will be rewarded or not, as it will effect recruitment –for good and /or bad.

1.1 Parental agreement – consider whether parental agreement needs to be given, before tutoring commences.

1.2 State clear goals – tutor and tutee should agree on what they are trying to achieve.

1.3 Saying when you do not know and etc.

2. 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:

2.1. Specify tutoring method -

2.2. 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.

2.3. 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.

2.4. Train in specific tutoring skills as specific relevant to your tutoring method and/or materials.

2.5 Contracting – you might wish to have tutors and tutees sign some form of contract. This sets out the details of their agreement to work together.

2.6. Access to materials – these are special materials that are specific to a tutoring program. Or they might be regular classroom materials .Or materials publicly available. Some times the materials are specially made. They can be produced by the tutor

3. 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 and thorough in planning the tutoring, training the tutors and tutees, and providing appropriate materials. Then monitor the implementation of the tutoring and give feed back and intervene when ended.

2.4.4. The Experience of USA in Tutorial Practice

Although, in every measurement USA has found in a better position than Ethiopia, we can learn from the experience of them as a benchmark by adopting wisely with the

general situation of our country so as to improve our premature tutorial practice.

In USA the practice of supplemental Education Services are found expanding from time to time. Especially in 2002 the government signed the service in to low under the title, " No Child Left Behind "(NCLB) Act and tries to give a legal ground to the activity. According to this act, children from low-income families that have not made adequate yearly progress for three years or more are eligible to receive supplemental services, including tutoring, remediation, and other academic instruction.

2.4.4.1. The General View of the Supplemental Service

Supplemental educational services are additional academic instruction designed to increase the academic achievement of students in schools in need of improvement. These services may include academic assistance such as tutoring, remediation and other educational interventions, provided that such approaches are consistent with the content and instruction used by the local educational agency and are aligned with the state's academic content standards. Supplemental educational services must be provided outside of the regular school day. Supplemental educational services must be high quality; research based, and specifically designed to increase student academic achievement. (Supplemental Educational Services Non-Regulatory Guidance, 2005:1)

The Supplemental Education Service in USA is designed to benefit at-risk students in a number of ways, including:

- Improving student achievement and work habit.
- Meeting specific student needs – in this case tutoring can offer students individual attention to help them learn in different and perhaps more effective ways.
- Reducing delinquent or risky behaviors, among others

A school fails to meet its learning goals for three years; a child from a low income family may be eligible for additional academic help through supplemental education service. Those students who meet one or more of the following criteria's are called at-risk students.

- Is not working on grade level
- Is not meeting the requirements necessary for promotion to the next grade

- Has insufficient mastery of skills or is not meeting state standards
- Has been retained
- Has a high rate of absenteeism
- Has repeated suspensions or expulsions from school.

According to the case study conducted in the tutorial practices of USA by Leslie, M. Anderson and Katrina, G. Laguardia 2005,the tutoring services are most frequently offered immediately after school,2 to 3 times a week ,in sessions lasting 1-2 hours each and students usually choose to attend tutoring programs in the same buildings where they attend school. Nearly all tutoring sessions lasted an hour and none extended beyond two hours in one day.

Instruction took place in small groups that ranged in size from 3 to 15 students and tutors were typically certified teachers very often recruited from the schools where the services were provided.

The tutor-tutee ratios ranged from 1:5 to 1:10; while other researches limits to 1:3 to 1:15. The total numbers of tutoring hours each student received also ranged widely, from a low of 18 to a high of 120 hours. At the rate of 2-6 hours a week tutees tend to "cycle-out" or expected to finish services after 10-20 weeks .But, class size in tutoring programs exceeds class size during the regular school day.

Ibid, 2005, after studying 24 tutorial service providers found that 18 provide the service in schools, and 4 out side schools and 2 run home-based programs. The study clearly shows that 75 percent of the tutorial services are run in the schools where regular class held.

The contents and structure of tutoring services varied from school to school, depending on the provider and in some cases, on the individual tutor. Many students took diagnostic assessments and the results of those assessments then dictated the instructional objectives to be covered in tutoring. In the practice of tutoring, the extent to which providers had aligned their curriculum with state standards was unclear. Some providers had conducted alignment studies and purchased additional instructional materials to insure that all state standards would be covered; others used state assessment results to develop tutoring plans for individual students; still others were unable to describe any strategy for aligning

their services with state standards.

Depending on the schools demand and interest, the tutorial or the intervention programs are operating during, after, or before school hours or Saturday classes, summer schools and extra period in the problem subject area (double dosing). (American Federation of Teachers, 1998:6) Besides, the tutorial programs are focusing on specific areas of difficulty or core subjects i.e. English, Math, Social science and Science.

Participation rate varied across the school and districts. A study conducted on the issue indicates that out of the 9 districts investigated, 3 districts provided supplemental services to 86 percent or more of illegible students; where as in the other 6 districts participation rate were between 13 percent and 62 percent.

Supplemental service providers are recruited or selected if they meet the following criteria which are included in the legislation or regulations:

- Provider has a demonstrated record of effectiveness in improving student academic achievement;
- Provider will use instructional strategies that are high-quality ,based up on research ,and designed to increase student academic achievement;
- Provider will provide services that are consistent with the instructional program of the local education agency and with state academic content and achievement standards;
- Provider will provide supplemental services consistent with applicable federal, state, and local health, safety and civil rights low;
- All instruction and content provided by the provider will be secular ,neutral and non-ideological;
- Provider's services will be provided in addition to instruction provided during the school day.

Some of the criteria's, especially the first three, all states asked providers to submit hard evidences. But, for the rest three asked providers to simply submit assurances.

The other important point is the contract districts made with service providers. The contract contained;

- Number of hours of tutoring services for each student;
- Duration and frequency of tutoring sessions
- Maximum amount paid per student served
- Type of instructional program
- Provision of services on-site Vs off-site
- Administration of pre and post tests to students
- Student attendance and progress reports and others.

The study notes that provider communication with parents and teachers was sporadic or informal and was seldom very effective. However, some providers reported that they sent information on student progress home to parents monthly or every six weeks. Some of the communication menses are: Parent Teacher Association (PTA) meetings; school events; and seldom face to face contacts with parents.

Parents across study districts selected providers based on the number of hours of services they offered; the subjects they thought, and students- to - tutor ratio. According to respondent's preference, the help their children received with their home work in tutoring was an important feature of this service.

Student attendance at tutoring was a challenge in each of the study sites. To improve the situation some providers offered incentives for students to attend regularly, and others were considering the use of incentives.

In Supplemental Educational Services, states, local education, providers, schools and parents have their own responsibilities accordingly. State has a responsibility of ensuring that eligible students receive additional academic assistance; identify and approve providers; maintain a list of providers and monitor services. In addition states provide technical assistance and work with parents to encourage and improve parental participation; Develop different policies; sees the tutorial programs consistency with the state academic standards or not and etc.

Local Educational Agency has: identify eligible students; notify parents about the

service; help parents choose a provider; sign contract agreement with providers; protect the privacy of students who receive the service and etc.

Schools in their part pay their contribution through school principals, teachers and other staffs in helping districts in the process of enrolling students in tutorial services. They have also had an informal responsibility for recruiting students for services and etc.

Parents of eligible students are expected to be active participants of the supplemental service at state and local level. To mention few of their roles: they choose a provider from the state approved list; they are consulted in developing criteria for identifying high-quality providers; develop and identify specific achievement goals for the student in collaboration with the school district and the provider chosen by themselves.

Chapter Three

Design of the Study

A descriptive survey method supported by qualitative study was employed to conduct this study to enable the researcher to picture out the current status of school based tutorial programs for female students in the primary level second cycle (grade 5-8) governmental schools of Addis Ababa. The researcher believes that, this research method helps to give answer to the basic research questions and describes what is happening currently in the under investigated schools.

The implementation of the study has been framed around the following procedures:

1. Developing a research proposal and instruments for data collection.
2. Creating contact with respective City Education Experts,
3. Selecting research settings and sampling the research population or respondents,
4. Pilot testing instruments of data collection,
5. Administering instruments and completing data collection,
6. Analyzing and interpreting data and
7. Writing the report.

3.1. Population and Source of Data

3.1.1 Population

The sampling frame for this study lies on the governmental primary school second cycle (grade 5-8) female students of Addis Ababa. According to the Addis Ababa City Education Bureau , in the ten sub-cities of the city, there are 75 primary level second cycle schools who are giving a tutorial program to 29,374 female students with 506 (66 percent) male and 257 (34 percent) female teachers. Besides, there is one expert who follows the tutorial activity at City Education Bureau level and 10 focal persons are found at each of the sub-cities. Moreover, in each school one coordinator who makes a follow up on the tutorial program is assigned. The other parts of the population are parents of the tutorial participant students.

3.1.2 Source of Data: In this study, the first hand information was collected from the three major subjects of the research. These sources are tutorial participant students, teachers and parents of tutorial participant students.

All are approached for information through questionnaires mainly containing close-ended and a few open-ended items. The other informants are the City Education Bureau Expert, Sub-City Education Focal Persons for the tutorial program and Coordinators of the program in the respective schools. These sources are approached through non-structured interview. In addition to the above sources, statistical data of sample schools were also collected from the documents of each school. Moreover, secondary sources gathered form various books, reference materials and other published and unpublished written materials were also included in the study.

3.2. Instruments and Procedures of Data collection

The instruments of data collection employed in this study were basically questionnaire, interview and documents. In the design of these instruments, the researchers made use of the literature review as a base.

There were three different questionnaires designed to suit the three different groups of sample subjects, namely students, teachers and parents of the tutorial participant students. The questionnaires include both close and open ended questions. With regards to interview, the researcher designed interview guides only for few selected teachers, tutorial coordinators, sub-city focal persons and City Education Bureau Expert.

After the pilot testing was made on one non-sample school and successfully completed and based on the result unnecessary questions were omitted, ambiguous concepts corrected, vague words altered and substituted; and then the questionnaires were distributed to the respective respondents by the researcher, and all the sample subjects were properly addressed. Specially in considering the age and grade level, students were made to fill the questionnaire by close follow-up and assistance of the researcher. The follow up was made during the time when questionnaire were being filled to deal with problems that might arise in the process. At last, the distributed questionnaires were collected in the time initially intended.

Interview were also conducted with 8 coordinators of sample schools , 3 focal persons in the sub - city and 1 Bureau expert and 8 teachers with the view of identifying issues and problems related to the school based tutorial program for female students.

The main purpose of the interviews was to obtain data or information not revealed by one or another instrument of data collection and to cross-check, supplement and triangulate the information gathered using various quantitative data collection sources.

The respective school documents were also consulted to get the necessary data regarding the tutorial participant students, teachers, and etc. On the other hand, all the questionnaires were prepared in Amharic to facilitate ease of response.

To maximize the quality of responses and rate of return:

- The purpose and objective of the study and how to respond the questionnaire were clarified at the top of the questionnaire and verbal briefing by the researcher were made.
- Time convenient for the respondents were identified and used.
- A close follow-up were made to immediately facilitate and correct problems that may arise at administering the questionnaire.

3.3. Selection of Samples

3.3.1. Sample population

To get appropriate information for the investigated problems the researcher tries to use a stratified random sampling, simple random sampling and available sampling method accordingly. The following sequential steps were taken to secure data for the study:

1. All the 75 schools were stratified in to 10 sub-cities
2. Number of schools in each sub-city were identified and listed.
3. Sample size i.e. 3 was decided and then Addis Ketema, Gulele and Yeka sub-cities were randomly selected out of the 10 sub-cities.
4. Total number of schools found in the randomly selected 3 sub cites were identified and 3 schools from each sub cities (totally 9 schools) were taken equally using a random sampling method.
5. Each selected school was again segmented in to four different tutorial grades (grade 5,6,7 and 8)

6. 20 students (5 students per grade) were taken from each sample school on available sampling bases.

In addition to these, 3 parents of tutorial participant students from each school and each grade level were included in the study. But, in Addis Ketema 35 out of 36; in Gulele 33 out of 36 and in Yeka 22 out of 24 respondents were correctly filling and returning the questionnaire. To include parents in the study, sample students who are participated in filling the questionnaire are asked to take the questionnaire for their parents after introducing them with the objectives and the procedures of filling the questionnaire of the study.

Out of the 85 teachers who serve as a tutor in sample investigated schools 45 teachers were responded to the questionnaire prepared to them. The rest, tutorial coordinators, sub-city focal persons and City Education Bureau Expert were taken 100 percent for the study. Table 1 below shows the details of participants of the study.

Table 1 Research Settings and the Participants of the Study

Type of Participants (Subjects) in the Study		Research Setting and Number of Participants			
		Addis Ketema	Gulele	Yeka	Total
Female students	Respondents to questionnaire	67	75	48	190
	Documents Visited	16	18	11	45
Teachers	Respondents to Questionnaire	16	11	18	45
	Interview	3	3	2	8
Parents	Respondents to questionnaire	35	33	22	90
Education Officials (at school, sub-city and City level	Interview	4	4	3	11 +1*
Grand Total		136	153	100	390
Total Number of Sample Schools		3	3	2	8

* The City Education Bureau Expert

3.4 Data Analysis

The following procedures and statistical tools were used in the data analysis process.

- Organization and quantification of the whole data based on the three groups of respondents was made.
- Data tabulation was made accordingly.
- Percentage was used to question demanding quantitative measurements.
- Data collected through interview are used to support the data secured through other means.
- Data obtained from documents on the student's academic progress are also used to support the other data.

Chapter Four

DATA PRESENTATION AND ANALYSIS

This chapter is concerned with the presentation of the analysis of the data gathered from different sources to answer the main questions raised in the study. The analyzed data is presented in six parts. The first part holds the analysis about the population of the research. The second part of this chapter covers the analysis of the objectives and general picture of the tutorial practice. The third part looks into the analysis of organization of the tutorial program. The fourth part deals with analysis of training and communication aspects of the tutorial program. The fifth part deals with analysis of methodology of tutoring and the last part deals with the analysis of the influence of the tutorial program on the academic achievements of tutorial participant female students.

4.1. Characteristics of Tutorial Participants: Female Students, Teachers and Parents

The population of the study was divided in to three main groups. The first group population was considered to be the prime beneficiaries of the tutorial program i.e. female students. The second group was teachers that participated in the program as a tutor, and this group also includes coordinators, focal persons and supervisors of the program at school, sub-city and City Education Bureau level. Parents of the tutorial participant female students were the third group of respondents.

These major actors of the tutorial program were asked to respond about the personal traits or bio-data of themselves through questionnaires. Table 2 below presents the summarized results.

Table 2 Characteristics of Tutorial Participant Female Students, teacher and Parent

Question Item		Respondents					
Female Students =190		Students		Teachers		Parents	
		Count	%	Count	%	Count	%
Age							
	10-12	29	32	-	-	-	-
	13-15	41	46	-	-	-	-
	>16	20	22	-	-	-	-
Grade Level							
	Grade 5	46	25	-	-	-	-
	6	37	20	-	-	-	-
	7	49	26	-	-	-	-
	8	55	29	-	-	-	-
Teachers=45							
Sex	Male	-	-	29	64	-	-
	Female	-	-	16	36	-	-
Educational Level							
	Certificate	-	-	2	4	-	-
	Diploma	-	-	43	96	-	-
	Degree	-	-	-	-	-	-
Service Year							
	As a Teacher 1-5 Years	-	-	9	-	-	-
	6-10 Years	-	-	5	-	-	-
	> 11 Years	-	-	31	-	-	-
	As a Tutor 1-2 Years	-	-	14	-	-	-
	3-4 Years	-	-	23	-	-	-
	> 5	-	-	8	-	-	-
Parents =90							
Sex							
	Male	-	-	-	-	43	48
	Sex	-	-	-	-	47	52
Educational Back Ground							
	No Education	-	-	-	-	15	17
	Primary	-	-	-	-	31	34
	Secondary	-	-	-	-	33	37
	College/University	-	-	-	-	11	12
Source of Family Income							
	Private Work	-	-	-	-	19	21
	Government Employee	-	-	-	-	21	23
	Retired	-	-	-	0	8	9
	Job Seeker	-	-	-	-	30	33
	Daily Laborer	-	-	-	-	12	12

Table 2 above shows the bio-data of female students responded for the questionnaires. From the total respondents 20 (22 percent) of them are above the age of 16. 41 of the respondents (46 percent) are between 13 -15 ages. The rest of the respondents, 32 percent are in the age range of 10-12. With regard to female student respondents' grade level, each grade comprises a more or less similar number of students. In this instance, 46 (25 percent) of the total respondents are found in grade 5; and 37 (20 percent) of the total respondents are at grade 6 and the rest 49 (26 percent) and 55 (29 percent) are found at grade 7 and 8 respectively.

The other data were collected from tutorial participant teacher respondents. The respondents who were selected and responded through questionnaires are 45 in number. This excludes the coordinators, focal persons and supervisors of the tutorial program, who rather be approached by interview. According to the information collected, near to $2/3^{rd}$ of the respondents, 29 in number (64 percent) are males; where as the rest 16 (36 percent) are females.

Regarding the educational background of teachers 43 of the tutors (96 percent) of the respondents were diploma holders. The other 2 (4 percent) are certified in certificate. The respondents gave the following data about their service years as a teacher and a tutor. 31 of them (69 percent) found to have the maximum experience of teaching that totally accounts to 11 years and above. The other 9 teachers (20 percent) and 5 teachers (11 percent) have 1-5 years and 6-10 years of experience respectively. When we see the experience of teachers who are serving as a tutor, half of the respondents i e 23 in number (51 percent) have served 3-4 years as a tutor, and 1/3 rd of the total respondents i.e. 14 of them (31 percent) have 1-2 years of experience. Only 8 (18 percent) of the respondents have 5 and above years of experience.

The other group of respondents was parents of the tutorial participant female students. From the total of 90 parent respondents who fill the questionnaire 47 of them (52 percent) are females and the rest 43 (48 percent) are males. With regard to the educational background of parents, according to their responses, the students have parents at all levels of education. However, half of the respondents (51 percent) have no or primary

education; whereas the rest 37 respondents (12 percent) responded that they have a secondary and tertiary level of education respectively.

The next area of question was on the source of family income. According to the responses of parents , 50 (54 percent) of them are job seekers, daily laborers and retired; whereas the rest 21 percent and 23 percent are living as what they earn from the private work and government sectors respectively .

The findings of the study are incongruent to literatures, Phillip, L. Cardon, (2000) citing McCann and Austin (1988) and Batsche (1985); Miller (1999); and Zoa Barely (2002), describe the typical characteristics of at- risk students and their family. Those students who are receiving less than average point, they misbehave in schools, and their family background is leveled as low income. With regard to their family; father/mother absent from home; did not complete high school; or those who have little reading materials at home.

4.2. Objectives and General picture of the Tutorial Practice

In the second part of this chapter the results obtained from questionnaires, interview and, secondary sources or documents were consulted in order to see the objectives and general situation of the school based tutorial program provided for female students and the findings are separately analyzed based on the data obtained here under.

4.2.1 Objectives of the Tutorial Program

The first questions in the presentation of the data were about the objective of the tutorial program. To see respondents' awareness and knowledge of the objectives of the tutorial program, in the questioners, they were asked about the objectives of the tutorial program. According to their responses, all of the respondents claimed that they know the objectives of the program. However, there is a significant difference in the magnitude of their response from respondents to respondents. Most teachers and students articulate the general objectives clearly, while some parents have found confused.

The researcher also tried to collect some data with regard to the objective of the tutorial program and other objective related point from teachers, coordinators and experts through

interview. According to their responses, almost all of them explicitly express the general objectives of the tutorial program.

Literatures in this respect writes that the purpose of every strategy designed to help low achieving students, including academic intervention program, is providing at-risk students with appropriate academic assistances so that they can get back to track and accomplish their academic goals. (Encyclopedia of Education and Sociology, 2002)

Hence, the objectives of the tutorial program in the investigated sample schools are not found far from the above mentioned literature. But, these objectives are formulated and given in their general form and no break-down is available to their specific implementation level. No one found to know and mention the specific objectives of the program like how many female students, in what grade are expected to improve their achievement and to what extent they have improved their results. The program seems not having a tangible present and future goals and it seems very much shallow rooted and short sighted. The basic reason for this may be that the tutorial program is not generated from the major actors and beneficiaries of the program, rather it comes from up down to schools. In connection to this point, Keith Topping (2000) in the principle of tutoring pointed out that tutoring should have to start with the tutees immediate concern, which is not seen in the currently investigated schools.

Besides, good intervention program had to fulfill the following points including a clear mission; realistic expectation; content and instruction that match student's needs and interests (The Wallace Foundation, 2005). But no evidence is obtained that shows the inclusion of the above mentioned points in the tutorial programs under investigation. Rather, all schools run the program without knowing the specific objectives and future visions of the program. Most of the interviewee coordinators of the tutorial program and teachers are expressing their doubt or uncertainty about the continuation of the program.

Therefore, although most of the researched subjects, especially teachers and students articulate the objectives of the tutoring in its broader form ; no one could describe the specific objectives of the program.

4.2.2 Subjects Given, Time Allotted for Each Subject and the Day of Tutoring

The school based tutorial service is primarily designed to female students who are found in primary level, second cycle governmental schools of Addis Ababa. In regular schools, students are expected to learn a number of subjects for a year to cover the given curriculum. Each subject has not equal weight. According to the current primary education, second cycle (grades 5-8) curriculum, the subjects given and their period allotment against the tutorial provided subjects per grade is shown in the following table 3

Table 3 Primary Education, Second Cycle (grade 5-8) Regular Period Allotment by Subject and Grade Against the Period Allotment of the Tutorial Provided Subjects.

No	Area	Subject	Regular period Allotment by subject and Grades				Tutorial Program Period Allotment by Subject and Grade			
			5	6	7	8	5	6	7	8
1	Language	1.Mother tongue	3	3	3	3	-	-	-	-
		2.English language	5	5	6	6	1	1	1	1
		3.National language	4	4	5	5	-	-	-	-
2	Mathematics	4.Mathematics	5	5	5	5	1	1	1	1
3	Natural Science	5.Science integrated	5	5	-	-	1	1	-	-
		6.Physics	-	-	3	3	-	-	1	1
		7.Chemistry	-	-	3	3	-	-	1	1
		8.Biology	-	-	3	3	-	-	1	1
4	Social Science	9.Social studies	4	4	4	4	-	-	-	-
5	Aesthetic Education	10.Physical Education	3	3	3	3	-	-	-	-
		11.Music	3	3	-	-	-	-	-	-
		12.Arts	3	3	-	-	-	-	-	-
Total Periods /Week			35	35	35	35	3	3	5	5

(Source, National Report of Ethiopia, March 2001)

When period allotment by subject and grade compared with the tutorial period allotment by subject and grade the former overpasses the latter. The tutorial program period allotment by subject and grade is summarized under table 3 above.

The above table depicted that a few selected subjects are given in the tutorial programs. Accordingly, for grade five and six only three subjects i.e. English, Mathematics and

Science (integrated) are offered for one period in each week; whereas for grade seven and eight, five subjects that are English, Mathematics, Physics Chemistry and Biology are given. The tutorial based subjects were selected based on the study made by UNICEF i.e. the official sponsor of the program in providing stipend for teachers, prior to the commencement of the service some years back. But, the researcher has got no evidence that shows the making of revision or amendment in what ever form either in decreasing or increasing or modifying the number or the time allotments or any components of the tutorial program. That may prove the programs stagnancy. The period allotment for each subject is equal i.e. one period which takes 50 minutes per week (some schools reduced it to 45 minutes) and the tutorial program is regularly given at the end of the week – on Saturday morning from 8:30-12:30. Besides, each subject in the regular class takes 40 minutes, while in the case of tutorial 50 minutes. And almost all sample teachers, with the exception of two, were recruited from the schools where the tutorial programs were provided.

Unlike the investigated schools, according to Leslie, M. Anderson and Laguarda, K. (2005), the tutorial program in USA offered immediately after school; 2 to 3 times a week in session lasting 1 to 2 hours each. But, for the purpose of effectiveness, similar to the investigated schools, the tutoring programs are run in the same building where regular classes are held.

At the beginning of each academic year, the Addis Ababa City Education Bureau sent a general guideline that is used by the tutorial program. In this guideline the following major points are included:

- types of subjects provided in the tutorial program, day of tutoring and their period allotment,
- The tutorial program beginning time,
- The method of selecting tutors and tutees,
- Maximum number of sections each school should open per grades i.e. two sections per grade level and the like.

When we compare the number of subjects given in the regular classroom with the tutorial session, out of the nine subjects that the students in grade 5 and 6 learn, only three

subjects (33 percent), and for grade 7 and 8, 5 subjects (56 percent) are covered in the tutorial program. These subjects, three for grade 5-6 and five for grade 7-8 , are uniformly offered to all sample schools though there are very few schools that include social study for grade 7& 8 in their tutorial program. The request for including social study in the tutorial program is repeatedly raised by student and parent respondents of this study. The reason for this, according to the interviewed school officials, is that when the tutorial program was launched sometimes before, one of the major selection criteria was the inclusion of subjects given in English. In connection to this criterion, social science subjects were previously given in Amharic and escaped from selection, but now though the medium of instruction for social science is changed from Amharic to English the school tutorial program couldn't accommodate it yet. This may also show the rigidity of the tutorial program.

According to the information secured through interview from the City Education Bureau expert , in grade 7 and 8 only 4 subjects (by excluding one subject in turn in each week) taking 50 minutes each were intended to be offered on each Saturday. But most of the schools were found reducing the time to 45 minutes and providing 5 subjects in each tutorial day without making the necessary consultation with the respective Sub-City and City Education Bureau. The data seems to indicate the communication failure between Schools, Sub-City Education Offices and City Education Office and the absence of monitoring and evaluation due to the loose organization of the program.

In the review of the literature, it was clearly stated that the tutoring service was frequently offered after school in a regular school day for one to two hours a day and that counts to two to three times a week. Moreover, the tutoring sessions lasted an hour and not extending beyond two hours in one day (Leslie M. Anderson et.al, 2005). Moreover, time on task is taken as a major factor in effective tutoring. In this regard Keith Topping, 2000, in the general principle of tutoring mentioned that learning in frequent, short sessions is more effective than in occasional long sessions.

In our case ,the tutoring session conducted at the end of each week for one day that comprises a minimum of three periods for grade 5 and 6 and a maximum of five periods in grade 7 and 8 , each having 50 minutes . This means Students stay in the tutorial

classes for 2 hours and 30 minutes (grade 5 and 6) to 3hours 20 minutes (grade 7 and 8). When compared with the writings of the literatures and the principles of tutoring; students in the sample investigated schools stay for more time and go to the tutorial class in occasional long sessions, which may produce boredom for both teachers and students.

4.2.3. The Proportion of Tutorial Participant Female Students from the total, Tutor -Tutee Ratio and Tutors by Sex

Documents of the sample schools were consulted to see the tutor-tutee ratio & the proportion of tutorial participant female students in the sample schools in which the tutorial practices are conducted. Table 4 below forwards the summarized results.

Table 4: The Proportion of Tutorial Participant Female Students from the Total, Tutor-Tutee Ratio and Teachers by Sex

S/N	Sub city	School Name	Total Number of eligible Students	Total Number of Students Receiving the Service		Teacher Student Ratio	Teachers by Sex	
				Number	%		F	M
1	Addis ketema	Yekatiti 23	1808	407	22.5	1:25	5	10
		Oumer Semeter	430	67	15.6	1:8	2	6
		Eshet	760	210	27.6	1:15	2	12
2	Gulele	Entoto Amba	978	680	69.5	1:85	1	7
		Del -betegel	644	542	84.1	1:54	3	7
		Tsehay-chora	675	332	49	1:42	2	6
3	Yeka	Hizbawi - serawit	482	468	97	1:39	3	9
		Miazia 23	551	390	70.7	1;39	2	8
Total			6328	3096	48.9	1:36	20	65

The information collected from school documents about the proportion of tutorial participants' i.e. female students from the total, the tutor-tutee ratio and teachers by sex is presented in table 4.

In the tutorial program the traditional dominance of male teachers over female is clearly observed. In the investigated schools tutorial program 76 percent (65 male) and 24 percent (20 female) teachers have served as tutors. The gender gap is wide when it compare with that of the total tutorial participant male and female teachers find throughout Addis Ababa i.e.66 percent (506) male and 34 percent (257) female teachers. In respect to the tutor-tutee ratio, it ranges from **1:8** in Oumer Semeter to **1:85** in Entoto Amba. The average tutor- tutee ratio of the sample schools is **1:36**. The average tutor-tutees ratio is very large in Gulele Sub-City i.e. **1:60** and very low in Addis Ketema sub city (1:19.6,) and moderate or near to the over all average in Yeka Sub-City i.e**. (1:34.4)**

Leslie, M. Anderson and Laguarda, K. (2005), in their investigation discover that the tutor-student ratio varies from place to place and no uniform or standard numbers are given. In their research finding the small group ratio ranges from 1:5 to 1:10 and from 1:15 to 1:24. And even some times in some places the tutor-student ratio exceeds class sizes found in the regular class rooms.

Female students' participation rate in the tutorial program varied across the sub cities and schools included in the study. The situations of sample schools investigated under this study revealed that out of the total number of **6328** female students found in the sample schools, **3096,** (48.9 percent) are reported to be enrolled in the tutorial programs. The average participation rate among sub-cities ranges from the highest **84** percent in Yeka Sub-City to the moderate **69.5** percent in Gulele Sub-City and the least **15.6** percent in Addis ketema Sub City. When the individual school participation rate compared each other, Oumer Semeter of Addis Ketema sub-city registered as low as **15.6** percent and Hizbawi Serawit of Yeka Sub-City is registered the highest (**97** percent). The overall average participation rate is very low i.e. **21.9** percent in Addis Ketema Sub-City; moderate rate is registered in Gulele Sub -City 67.5 and high rate is in Yeka Sub - City. **83.9** percent. The data clearly shows the wider gap among schools and sub-cities. The average sample schools participation rate is **48.9** percent which indicates that a little below half of the total eligible students reported that they received the service.

Besides, there are two important points that school officials and the city education bureau rose cautiously during the interview session that the number of tutorial participant female students continuously decreases from week to week and; on the other hand, the city education bureau expert complained schools of false reporting. That means, in short, schools report to the bureau as if they run maximum number of sections (may be to receive a relatively maximum sum of money in the stipends) , but the reality found in direct contrary to it. Here, schools and the city education bureau seem to play a hide and seek game and the researcher found a sort of miscommunication or wrong communication which consequently hurts the school based tutorial program.

In a related development Leslie M. Anderson and Laguarda, K., 2005, in their investigation on the case studies of supplemental services note that participation rates of eligible students in the tutorial service varied from place to place, and in most instances the rates were not found to exceed the number of students who could get the services. Ibid, 2005 stated again that participation rate found to range between 13 and 62 percent.

By the same token, in this study, we have seen a participation rate that ranges from 15.6 to 84.1 which is a little bit wider than the above mentioned study.

The informants were asked to pin point the reasons for this low level of participation and they responded economic problems, lack of follow-up and control by schools, parents' uncertainty to the program and other similar problems as reasons.

The rational given by respondents have a similarity with the writings of Odaga and Heneveld (1995) in Teshome (2002), that factors affecting female students' education are socio economic and socio cultural and factors related to the school environment among others

4.3. Organization of the Tutorial Program

4.3.1. Responsible Body in Organizing the Tutorial Service

For a given program to be effective and up to the objective, it should be planned, organized and monitored. In this regard, Topping, 2006: 28, strongly stated that; to

maximize effectiveness, start by using a structured method. Be very careful and thorough in planning the tutoring, training the tutors and tutees, and providing appropriate materials. Then (equally importantly) monitor the implementation of the tutoring and give feed back and intervene where needed.

Thus, in the regular (formal) school activities the prime task of planning, organizing and making a day to day follow up on the teaching learning process lies on the shoulder of the school administration. In this study to get an information about the responsible body to organize the school based tutorial program, female students (tutees) participating in the tutorial program and their teachers (tutors) were asked through questioners to check among the given six alternatives about the responsible body to carry out the planning, organizing and monitoring functions of the tutorial service. Table 5 below shows their responses.

Table 5 Teachers and Students Response about the Responsible Body in Organizing the Tutorial Service

S/n	Item	Teachers=89		Students=189		Total (both)	
		Count	%	count	%	count	%
1	Teachers are responsible in organizing the tutorial Program.	30	33.7	85	39.1	115	37.5
2	Parent Teacher Union (PTU) are responsible in organizing the tutorial program.	9	10.1	14	6.4	23	7.5
3	School Administrations are responsible in organizing the tutorial program.	37	41.5	94	43.3	131	42.8
4	Kebele Education Team Leaders are responsible in organizing the tutorial program.	7	7.8	3	1.3	10	3.2
5	Sub-city Education offices are responsible in organizing the tutorial program.	3	3.3	17	7.8	20	6.5
6	City Education Bureaus are responsible in organizing the Tutorial program.	3	3.3	4	1.8	7	2.2
	Total	89		189		306	

As it is seen above (Table 5), to both respondents , i.e. 42 percent of the teachers and 43 percent of the students, the responsibility of organizing the tutorial service is left to the school administration; whereas for 34 percent of the teachers and 39 percent of the students this task is given to teachers. The other members of the school communities are given a very low or negligible importance by the respondents.

As to literatures, effective tutoring has its own general and specific principles .amongst these, the principle of organizing tutoring deals about the whole process of tutorial organization (Topping, 2000)

According to Supplemental Educational Services Non-Regulatory Guidance , 2005, the responsibility of organizing, implementing and monitoring the tutorial activities lays on States, Districts, Schools, parents and Providers respectively .

Though, all are key actors in the implementation of the tutorial service, their share of responsibility and role varies accordingly. For instance, State performs a number of activities including: approving, refining and monitoring providers' performance. Districts has a responsibility of implementing the service by developing appropriate systems and methods; Informing parents about the availability of the service, preparing and signing contractual agreement with providers, installing workable system that helps them to communicate with providers and other stakeholders. Schools in their part directly involve themselves in the process of enrolling students in the tutorial services such as recruiting students, preparing and providing logistic services and the like. Providers likewise ,hired teachers and coordinators for the tutorial service , put some standards required to on or off the program and provide the service based on the specific contractual agreement they made with the districts.

To substantiate how far the information collected from the teacher and the student respondents is similar to the rest of the informants the same question "who is the responsible body in organizing the tutorial service?' was forwarded to tutorial coordinators in the school. And, they respond that the tutorial program mainly springs up from the City Education Bureau and sent down to schools ; and at school level the planning, organizing and monitoring function of the tutorial program is offered to one coordinator who is most likely the director or the Academic Vice

Director of the respective schools. The coordinator's major task is making a continuous follow up on the tutorial program from the beginning to the end. The major function of the coordinator is enormous to mention, but a few:

- making the necessary preparation to launch a tutorial program based on the requirements given by the City Education Bureau'
- scheduling the tutorial program,
- checking the lesson plans of teachers,
- taking attendance and reporting,
- providing support and advice for tutors and tutees.

To all these and other arduous tasks, the coordinator is paid half of what a teacher earns per period calculated on period bases.

Thus, for school officials who are found burdened by a lot of academic and non-academic activities, every supplemental work forwarded to them seems to end with resistance, and sometimes disapproval. Therefore, despite a loose organization and absence of continuous follow up that yields frustration and disappointment, the organizing function of the tutorial program is run by fellow school officials of the respective schools with a low level participation of teachers and negligible or very low level participation of Parent Teacher Union (PTU), Kebele Education Team Leaders, Sub-city Education Officials and City Education Bureau.

4.3.2. Selecting Tutees and Tutors

4.3.2.1 Selecting Tutee

Teachers and Female Students were asked whether criteria are set to select female students and whether specific criterion are used or not for the school based tutorial service .Table 6 below shows the summarized results.

Table 6: The Presence of Criteria and the Criteria's used to select Female Students

S/N	Item	Responses	Teachers		Students		Total	
1	Are there criteria that are used to select students for the tutorial service?		Count	%	Count	%	Count	%
		Yes	36	82	104	55	140	60
		No	7	16	41	22	48	21
		Not - Sure	1	2	44	23	45	19
2	If your answer for the above question is "Yes" what are the criteria?	Poor Educational Achievement	27	41.5	57	17.6	84	30.9
		Being Female	32	49.1	110	53.3	142	52.3
		Poor Economic Back - Ground	5	7.6	26	12.6	31	11.4
		Other	1	1.5	13	6.3	14	5.1

Table 6 Indicates that 36(82 percent) of teachers and 104 (55 percent) of the students agreed that there are criteria which are used to select female students for the tutorial services. Consequently when the respondents asked to check the criteria among the given four alternatives, 49 percent of the teacher respondents and 53 percent of the student respondents responded that being female is the reason to assign female students in the tutorial program; while 42 percent of teachers and 18 percent of students respond poor academic achievement as a criteria to identify and enroll female students in the tutorial program.

According to the interview results secured from sample teachers and school officials, most of them argued that opening the tutorial services to all female students, regardless of their academic and economic background, might raise the academic achievement of tutorial participant female students in general. In contrast, few thought that it was necessary to prioritize students for the tutorial service because they believed that using the limited resources in a small scale and effective way, and expanding the program from time to time might profit more than initiating it at a time in a full scale.

Nevertheless, all female students, regardless of their academic achievement and economic background are seemed eligible to participate in the program. In addition, interviewed teachers, coordinators, focal persons and Bureau Expert respond that most of the beneficiaries of the program are not poor achieving female students (as it was

designed to address), rather they are those students who are academically good achievers and have a favorable environment in their home to attend the tutorial class.

Unlike the research result found under this study, different scholars employ different methods and criteria to place students in the tutorial program. Roueche (1977), for instance criticize the using of standardized test scores. At-risk Guidelines (2006) in other ways proposes records of academic performance, state and local assessments and other selection methods. For Leslie, M. Anderson and Laguarda, K (2005), the two most notable factors used to assign students in the tutorial program are student achievement and low economic background of family.

4.3.2.2. Responsible Body in Selecting Tutees (Students)

Teachers who are serving as a tutor and female students (tutees) participating in the program were asked through questioners to indicate the responsible body in selecting female students for the tutorial service. Over all results have a similarity with the responses obtained under table 6 .The following table (table 7) shows the summary of findings.

Table 7 Teachers and Students Response About the Responsible Body in Selecting Students for the Tutorial Service

S/N	Items	Respondents				Total	
		Teachers=45		Students=89			
		count	%	count	%	count	%
1	Teachers are selecting students for the tutorial service	35	58.3	85	34.8	120	39.2
2	Students are self referring for the tutorial service	3	5	35	14.3	40	13
3	School administrations are selecting students for the tutorial service	21	35	101	41.3	122	39.8
4	Parent Teacher Unions are recommending students for the tutorial service	-	-	17	6.9	17	5.5
5	Parents are referring students For the tutorial service	1	1.6	6	2.4	7	2.2
	Total	60		244		306	

The above Table 7 reveals that 58 percent of the teachers and 35 percent of the student respondents expressed that teachers are selecting students for the tutorial service; whereas 35 percent of the teachers and 41 percent of the student respondents replied that the school administration is the one that selects students for the tutorial service. Thus, in one way or another, the two major contributing actors in selecting students for the tutorial service are the school administration and the teachers.

In connection to this, Roueche,1977, after reviewing a number of research findings writes that the task of recommending students for the tutorial service is given to teachers, parents and some times to students themselves. Meanwhile, in USA, according to Leslie, M. Anderson and Laguarda, K, 2005, identifying eligible students and notifying parents about the tutorial service is the major responsibility of local education agency.

In this study, selecting and recommending students for the tutorial program, by far the largest, is said to be the responsibility of both teachers and school administrators and this finding is somehow similar with the writings of different literatures. But, the contribution of other stakeholders including parents, kebele education officials and others is found to be low or insignificant.

Generally, when seen from the low participation rate of female students and the governing criteria i.e. being female for selecting female students in the tutorial program , it is very difficult to say there are criteria's that are implemented or used to select female students for the tutorial program. But, different from the experience of USA, in sample investigated schools tutees are most of the time referred to the tutorial program either by teachers or school administration.

4.3.2.3. Selecting Tutors

4.3.2.3.1. Criteria for Selecting Tutors

Those teachers who served as a tutor in the tutorial service were asked about the presence of criteria that are used to select them as a tutor, and most of them 80 percent replied that there are criteria's. Table 8 shows the result as follows:

Table 8: Criteria that are used to select Tutors and the Assignment of best teachers in the Tutorial Program

S/n	Item	TEACHERS		STUDENTS	
		COUNT	%	COUNT	%
1	Do schools use criteria to select tutors?				
	Yes	35	80	-	-
	No	9	20	-	-
	Total	45	100	-	-
2	Teachers qualified with diploma are assigned in the tutorial program?				
	Agree			135	73
	Disagree			21	11
	Not sure			29	16
	Total			185	100

As it is shown in the above table, 80 percent of the respondents (teachers) believe that there are criteria that are used to select tutors, while 20 percent disagreed with the idea.

In the questionnaires respondents who said that there are criteria that are used to select tutors are further asked in an open ended questions to pin point the criteria , and most of them frequently responded that being volunteer , Performance and Educational level of teachers are used to select teachers for the tutorial service.

According to Supplemental Educational Services Non – Regulatory Guidance, 2005 and Leslie, M. Anderson and Laguarda, K, (2005), in USA there are tutorial providers who are identified and approved by the states established selection criteria for providing supplemental service. Some of the criteria used to select providers are:

- record of effectiveness
- high quality, researched instructional strategies
- a service that is consistent and aligned with the formal education contents
- providing secular, neutral and non-ideological service among others.

In addition to the above mentioned points, tutors are expected to be typically certified and very often recruited from the schools where the services were provided. Based on the above criteria, tutorial providers are asked to submit evidence and these criteria are legislative requirement which every provider should fulfill.

According to the findings of this study, almost all schools are set similar requirements to select tutors. But; there seems not an organized and firmly established legal requirement which is used to serve all schools.

In connection to the above point, an interview questions were forwarded to the coordinators (mostly Directors and Academic V. Directors) of the tutorial program in sample schools. And, all respondents agreed that there are a criterion's which used to select teachers for the tutorial service. The frames of the criteria are sent from the City Education Bureau at the beginning of every academic year and schools implement it in revising according to their demand.

The guideline sent by the City Education Bureau asked schools to form a committee which selects teachers for the program; but, schools found employ the task differently. In some sample schools, the recruitment and selection task is performed at the school management level and in other schools the task is delegated to fellow departments. But, the common and major requirement that all schools obliged to check and perform near to 100 percent is seeing the certification of tutorial assigned teachers. Other criteria are greatly varied from school to school. Some of the major criteria are be volunteer to give the service, pupils and schools evaluation on the respective teachers and etc. Nevertheless, in this study it's found that the tutors are requested to have a diploma in their field of study and a good efficiency record in their effort to improve the students' academic achievement. The criteria mentioned above are more or less included and performed in the tutorial program though they are practiced in loosely organized and non - standardized manner.

In relation to the selection of tutors, tutees (students) were asked whether they agree or disagree on the idea that qualified teachers are assigned for the tutorial services or not. As it is indicated in Table 8 most of the tutees 73 percent agreed that qualified teachers are assigned as a tutor in the tutorial service and the other 11 percent disagreed on the idea, and the rest 16 percent of the respondents are not sure to agree or disagree.

According to the Ethiopian Teachers Education and Development Program, 1998, the primary level upper cycle (grade 5-8) should be covered by those teachers who own a Diploma in their field of study. In this regard, although the share of certified teachers at the upper primary level varies across the country, in Addis Ababa it is found better and the highest when compared to the other regions. In ESDP, JRM, 2004, report it is stated that in Addis Ababa 82.6 percent of upper primary level teachers are certified with Diploma.

Thus, the response of most students for the question that is raised to identify qualified teachers are assigned to the tutorial class is very much consistent with the profile of teachers discussed in the previous parts of the study that 96 percent of them are Diploma holders, more than 69 percent of them have 11 and above years of experience as a teacher and 69 percent of them have more than 3 years of experience as a tutor.

Therefore, from all the information gathered and analyzed, we can comfortably deduce that teachers assigned for the tutorial service are fulfilling the minimum requirement, being certified with diploma, satisfactorily and more students are also pleased by their tutors' educational qualification.

However ,according to Keith ,Topping ,2000, recruiting and matching learning partners with care is seen as a pillar of the tutorial practice .This principle has different practical application and the doings of sample investigated schools ,when compared with the principles; tutors are giving the service voluntarily and paid only a transport allowance. The other point is parental agreement, which most likely not found performed in the sample investigated schools. In a related issue, clear and explicitly stated tutorial goals are also not found in the investigated schools tutorial practices. Besides, though schools recruit tutors using different criteria; as stated in the principles of organizing tutoring,

no evidence is found that shows the signing of contract between school and tutors regarding the tutorial service.

In general, teachers who are participating in the tutorial program in the investigated schools are giving the service voluntarily and most of them found certified with diploma and have an adequate number of years experience in both teaching and tutoring, but the general principles of organization has not applied fully and out of the three major points only one i.e. deciding the tutors either volunteer or rewarded is well done and all tutors are professional teachers who give the service voluntarily. This, ofcource found helpful for the tutees; while the other points are not entertained appropriately.

4.3.3. Attendance in the Tutorial Program

4.3.3.1. Tutees Attendance

Teachers who are serving as a tutor and students (tutees) participating in the tutorial service were asked about the problems of students attendance in the tutorial service. Table 9 below depicts the results.

Table 9: Students and Teachers Response about Students Attendance in the Tutorial Program

s/n	Items	Teachers		Students		Total	
		cou nt	%	Count	%	Count	%
1	Students are most often absent from the tutorial class	5	11	1	1	6	2
2	Students are sometimes absent from the tutorial class	39	87	75	39	114	44
3	Students are not absent at all	1	2	114	60	115	54
	Total	45	100	190	100	235	10 0

Table 9 above indicates that from the total number of respondents 98 percent of the teachers believe that students are some times or most often absent from the tutorial classes and 40 percent of students share this idea with teachers.

classes and 40 percent of students share this idea with teachers.

Although, all respondents agreed on the absence of students, there is a big difference between teachers on one hand and students on the other hand on the frequency of the absence. The response of Student respondents may differ with that of teachers based on the accounts of their individual experience with out looking the attendance problem of other female students. But the account of teachers seems more rational and justifiable, because they are the week to week implementer, attendance taker and regular observer of the tutorial program. Interviewed Educational officials were also agreed on the absence of students in the tutorial program.

The problem of attendance is one of the big obstacles in every tutorial program. Leslie, M. Anderson and Laguarda, K, 2005, recognize the problem and forward different measures to be taken to increase students' attendance in the tutorial program, for example, using on-site or providing the service in the school building where students follow their regular class, or providing after-school tutorial service i.e. providing the service immediately after the regular class ends rather than on Saturdays and Sundays; Or the use of incentives to improve students' attendance.

In this regard some of the schools investigated under this study try to take different affordable measures including providing incentives to improve female students' attendance. According to the information collected through open ended questions and interviews , in one school , for instance, frequent tutorial goers and academic achiever female students are provided with educational materials ,school uniforms and the like as an incentive when the schools are granted such materials from donors. However, despite all these measures, the problem of attendance seems remains to be a persistent problem.

The reasons for the attendance problem according to this study are found to be enormous. But, when the major ones are summarized

Economic Problems: in some study areas, such as Addis Ketema sub-city, Saturday or the day of tutoring is a market day in which most students are toiling for their daily bread or assisting their parents in the house hold chorus when their parents travel to

market places. If we see the participation rate of schools found in such sub-city, it is very low among the sub-cities i.e. only 21.9 percent of the eligible female students are enrolling. Lasonen, Johanna. 2005, elaborate the extent of the problem as follows; to assist them in their laborious house hold tasks parents keep girls from schools. Which means, due to the economic problem they terribly faced, parents badly seek the help of their female children and this consequently hinders the female tutees from coming to the regular school let alone in the tutorial program.

Weak and inconsistent follow-up of schools: some schools make a strict follow-up and take different measures to scale-up the participation of female students in the tutorial program; others in contrary, make no effort to increase students' attendance. For instance , in one of the sample schools , students who are absent in the tutorial classes are called and consulted about their problem ; if the problem continues , they are asked students to come with their parents and discussion is made to solve the problem. But, ofcourse, in some other schools, students who are absent in the tutorial classes are disallowed to join their regular classes unless otherwise with a justifiable reason. In both cases the students' attendance conditionally improves, but the likely hood of its continuation seems not certain, especially in the second case.

Poor school parent relationship; creating rapport and trust on parents that their children get a tutorial program which helps them improve their academic achievement, is believed to play an important role in improving students' attendance. But, things seem not easy and the relationship between school and parents is not satisfactorily established. In consolidating this notion in this study (see table 11) most parents agreed that schools are not orienting them about the tutorial program. Expecting a sound school - parent relationship from the tutorial program that is loosely organized is also hardly possible. Therefore, parents are not in a good position to send their children to the tutorial programs, because schools are not in a position to communicate them at the expected level. In different from this in USA, according to Supplemental Educational Services Non Regulatory Guideline,(2005), parents of tutorial participant students are expected to be active participants of the program at state and local level and they choose provider and perform other similar tasks.

Clashes with Make-up classes and extra-curricular activities: teachers in the investigated schools call students for make-up classes on Saturdays and Sundays; in addition to this, schools most often arrange make-up classes for those students who failed to score 50 percent in three and more subjects in a semester. In this case, if female students failed in three and more subjects and found in this category, schools force them to give priority to the make-up classes and participate in that. Such instances, together with the extra curricular and other school related activities (which most frequently performed on Saturday's); create clashes with school based tutorial practices arranged for female students.

On the other way round, not only students, but also teachers were found absent from the tutorial classes. In this study, students were asked in an open ended question about the attendance of teachers and confirmed that teachers are also sometimes absent or come late or leave class early to or from the tutorial programs. According to the responses of students when teachers get absent no substitute teachers are available. Besides in few schools one teacher sometimes teach for two different subjects which most likely bore students.

Teachers, in this respect, were asked if they regularly run the tutorial class and replied in the open ended questions that they are sometimes absent because of a number of reasons, including being disinterested to the program. The major annoyance comes from the transport allowance teachers were provided by UNICEF (the official sponsor of the program) which is very low in amount and paid late. According to all tutorial coordinators, the payment most frequently delays up to six months and above. Moreover, they have risen that the program is such a disorganized one which discourages them to discharge their responsibility in an ineffective way.

4.4 Training and Communication in the Tutorial Program

4.4.1. Trainings for Teachers

Teachers participated in the tutorial service were asked whether they received training on the methodology of tutoring or not. The responses are shown below under table 10

Table 10 Teachers Response about Receiving Training on the Methodology of Tutoring

S/N	Item	count	%
1	Yes we receive trainings	2	5
2	No we are not receiving trainings	41	90
3	No response	2	5
	Total	45	100

As it is clearly seen in table 10, almost all or 90 percent of teachers said 'no' training was given to teachers and the rest 5 percent responded that they are receiving training.

The interviewed school tutorial coordinators, teachers, sub-city focal persons and Education Bureau expert are also confirmed that teachers are not getting training specially on the methodology of tutoring in what ever form.
The reason they provided for this are two: the first one is that schools believe senior teachers who are serving as Mentors in the formal schooling are there to consult junior teachers at the time of problem in any school activities including tutoring. Secondly, according to the schools' assertion, tutorial participant teachers have been taking different methodology courses related to tutoring during their college time and this may help them to carry out the tutoring job effectively.

However, the research result found in this study couldn't support the justifications provided by tutorial coordinators, teachers' sub-city focal persons and expert respondents and the actual performance of teachers seems greatly far from the state of the art.

A tutoring program becomes effective in addressing the need of low performing students

if and only if, tutors are provided with appropriate training. In this regard, Topping, (2000) note that tutors must train in general and specific tutoring skills. The general tutoring skills include; how to establish a comfortable relationship, how to present tasks, how to give clear explanation and etc. The specific tutoring skill includes as specific and relevant to the tutoring method and tutored subject.

UNICEF in (http://www.unicef.org/ethioia/education 463 html) under Saturday tutorial programs for girls Education) writes, the Addis Ababa Education Bureau has set-up tutorials in 170 schools (it is reported 175 by the City Education Bureau of Addis Ababa), with UNICEF providing Supplies and paying for teachers training and transportation. The investigator proves the transport payment; though it is paid delayed and decreases from time to time. But, no evidence is found regarding the training aspects which UNICEF pledged to exercise.

Thus, according to this study absence of training for tutorial providing teachers seems one of the big challenges of the general tutorial practice held in sample investigated schools.

4.4.2. Orientation for Parents and Students

Both parents and students (tutees) were asked to confirm or not about getting an orientation regarding the tutorial program the tutees receive. Results of their responses are summarized in table 11 below

Table 11 Students' and Parents' Response About the Orientation they get Regarding the Tutorial Service

S/N	Item	Parents=90		Students=190	
		count	%	count	%
1	Yes we have got an orientation	28	31	155	82
2	No we did not get an orientation	56	62	31	16
3	Not sure	6	7	4	2

Table 11 indicates that 62 percent of parents responded that they have never received any orientation about the tutorial service while the other 31 percent responded in the opposite. In contrary to the responses of parents, 82 percent of the students confirm that they have received orientation on the tutorial services, while the other 16 percent disconfirmed that.

4.4.3 Parent - School Communication

4.4.3.1. Communicating with Parents on Students Progress

Through the questionnaires projected tutors, tutees and parents were asked to identify whether schools communicate the tutorial results to parents or not; the methods of communication schools used and the frequency of communication made and the findings are summarized in table 12 below.

Table **12 Students, Teachers and Parents Response on School-Parent Communication; Methods Used to Communicate and the Frequency of Communication**

s/n	Item	Response	Teachers		Students		parents	
			Count	%	Count	%	Count	%
1	Do schools communicate the results of the tutorial program to parents?	Yes	22	50	91	48	44	49
		No	10	23	72	38	30	33
		Not - sure	12	27	6	3	15	17
2	What methods of communication are used?	Written report	1	4	-	-	1	1
		Telephone call	-	-	-	-	-	-
		Meetings	18	72	40	75	58	74
		Calling parents	4	16	13	25	17	25
		other	2	8	-	-	-	-
3.	How frequently schools communicate with parents?	Once in a month	1	4				
		Twice in a month	1	4				
		Once in a 3 month	8	32				
		Once in a 6 month	10	40				
		other	5	20				

The above table (table 12) revealed that 50 percent of teachers, 48 percent of students and 49 percent of parents said, "Yes, schools are informed about the progress of students on the tutorial program to parents." Where as 50 percent of the teachers, 42 percent of the students and 51 percent of the parents said, 'no' or 'not sure' about the situation.

The same question was presented to coordinators and focal persons of the program and most of them respond that schools call or communicate parents only when students have seen a serious discipline problem or near to fail to pass the next grade in their regular class. Some times, respondents also asserted that they also call parents if students are repeatedly absent from the tutorial program. In addition to this, no effort was made in recording student's progress in the tutorial program. The only seriously taken record in the tutorial program is students' attendance. Therefore, in the absence of week-to-week student's academic record and organized system, schools effort to call parents for discussion seems fruitless. Similar to this idea Leslie, M. Anderson and Laguarda, K, after investigating a number of schools which provides tutoring asserted that providers communication with parents was sporadic or informal and was seldom very effective.

In relation to the response given above, those teachers (tutors) and students (tutees) who respond that schools are communicated with parents to inform the progress of students in the tutorial service were asked to identify the methods of communication employed.

As it is vividly seen in the above table, 72 percent of the teachers , 75 percent of the students' and 74 percent of parents replied that meetings are the most repeatedly used way of making contact with parents. Few respondents 16 percent of the teachers and 25 percent of the students and parents select calling parents of problem students separately as a method. Therefore, meetings are selected as a best way of communication, but according to the interviewed coordinators and teachers the meetings are held not for the purpose of the tutorials, rather for other reasons and on the course of time the issue of tutorial is raised and parents are informed.

If we see the experience of USA, the communication menses used repeatedly are: PTA meetings, school events and seldom face-to-face contacts with parents and some providers sent information on student's progress home to parents monthly or every six weeks. (Leslie, M. Anderson and Laguarda, K.); which in cause of our study are more or less non existent.

In continuation to the above questions, teachers and parents were asked about the frequency of communication made between schools and parents, by checking one of the four alternatives given; and from the above table we can see that 40 percent and 32 percent of the teacher respondents are said, schools and parents are making communication once in a six month and three month respectively. That is more than two folds of the above stated research findings. Only 8 percent of the teacher respondents select that the communication is made once or twice in a month. This generally shows how the investigated schools communication to parents was not encouraging.

4.5 Methodology of Tutoring

4.5.1. Tutoring and Teaching

The tutorial participant teachers and students were asked to rate the similarities and differences that teaching and tutoring have from the comparison points of methodology on a five point scale ,which was later on aggregated to a three point scale for convenience. The results are summarized into the following table.

Table.13. Ratings of Teachers and Students on the Similarities between Teaching and Tutoring

S/N	Responses	Respondents				Total	
		Teachers=45		Students=190			
		count	%	count	%	count	%
1	Teaching and Tutoring have a high level of similarity	40	89	166	88	206	88
2	Teaching and Tutoring have an Average level of similarity	1	2	5	3	6	3
3	Teaching and Tutoring have a Low level of similarity	4	9	16	8	20	8
4	Teaching and Tutoring have No similarity	-	-	2	1	2	1
	Total	45	100	189	100	234	100

Table 13 indicates that for 89 percent of the teachers and 88 percent of the students teaching and tutoring have high degrees of similarity in their methodology. Only 9 percent of the teachers and 8 percent of the students responded that teaching and tutoring have a low degree of similarity in their methodology.

Teaching and tutoring has a sort of similarities as well as differences. In teaching, teachers and students deal on a rigid formal teaching learning process. Nevertheless; the existence of tutoring is passively depends on the presence of teaching. Eliot, 2000, defines tutoring as a special instruction designed to help students catch up a desired level of academic achievement. Tutoring, in this case intended to help tutees with their difficulties in the formal schooling, using a flexible non formal setting.

Therefore, both teaching and tutoring are integrated and inseparable to one another. However, apart from these similarities; the two practices have also their own peculiar or specific characteristics especially with regard to their methodologies. That is why literatures identified ten research based principles which helps to the effectiveness of the tutorial program (Keith Topping, 2000).

The other important difference between teaching and tutoring cited by (Keith Topping, 2000) is that: School teachers do not have enough time to talk with individual learners about their strategies during the teaching learning process; but, in contrary to teaching, tutoring start at the tutee's current point of understanding; and to this effect tutors must establish a strong relationship with students. In short ,according to the principles of tutoring (Ibid,2000) ,the time table for tutoring is flexible and should be supportive and help the student in their struggle to understand; should have to start with the tutees immediate concerns among others. But, unlike tutoring, the methodology of teaching is rigid and primarily focused on the imparting of a given curriculum. However, in the investigated schools most of the teachers and students consider teaching and tutoring as a similar activities in their methodology and this wrong conception may seen because of lack of knowledge and skill about the methodology of tutoring.

4.5.2. Focus of the Tutorial Program

Teachers (Tutors) and students (tutees) were asked to indicate in which areas are the tutoring programs focused during the actual tutoring session ;while parent respondents were asked to which areas (according to their preference) the tutoring session to be focused and put their responses in their rank order by selecting among the provided alternatives. The summarized results are presented below.

Table 14: Teachers and Students Ranking on the Focuses of the Tutorial Program

S/N	Item	Respondents								
		Teachers=45			Students=189			Parents=90		
		Response	%	Rank	Response	%	rank	Response	%	Rank
1	The tutorial programs are focused On the contents given in the regular class	13	29	2	73	39	1	31	30	2
2	The tutorial programs are focused on the contents students could not understand	16	36	1	53	28	2	47	46	1
3	The tutorial programs are focused On home works & assignments	5	11	4	11	6	5	7	7	4
4	The tutorial programs are focused On supplementary contents	9	20	3	31	16	3	1	1	5
5	The tutorial programs are focused On contents to be covered in the future	2	4	5	21	11	4	17	16	3

As it is revealed in table 14 above, teachers, students and parents were asked to put their responses in rank order by selecting from the five given alternatives which might be considered as the focuses of the tutorial session according to their preferences.
For teacher respondents, the focus of the tutorial program ranks as follows:

1. on contents students not understand in the regular class room.
2. repeating contents given in the regular class.
3. on Supplementary contents.
4. home works and assignments.
5. contents to be covered in the future.

The responses of the students to the above mentioned question is some how similar from that of the teachers. For student respondents the focus of the tutorial program ranks as follows:

1. Repeating contents given in the regular class.
2. On Contents students not understand
3. On Supplementary contents
4. Contents to be covered in the future
5. Home works and assignments

The response of parents to the above stated question is presented in the following priority order;

1. On Contents students not understand
2. Repeating contents given in the regular class
3. Contents to be covered in the future
4. Home works and assignments
5. On Supplementary contents

When planning intervention, there is a need to determine the function of the instruction. An intervention program has three functions: Preventive, augmentative and remedial. The effectiveness of each function depends on factors that relate to the students school experiences. In most cases, the two i.e. preventive and augmentative functions of intervention best implemented as a class wide strategy, whereas a remedial function as a supplemental strategy.(Francis, David. J., 2006)

In our case, tutoring can be seen as a remedial or supplementary strategy which is performed outside the regular classroom setting.

According to the non-regulatory guidance (2006), supplemental services must consist of academic assistance that is consisted with the content and instruction used by the

local education agency and is aligned with the state's academic content standards. But a study made on the issue concludes that the extent to which providers aligned their curriculum with state standards was unclear.

Similarly, the investigated sample schools deal on the contents of the curriculum, but no evidence is obtained on the issue of the extent to which it is aligned to the formal school `curriculum. Not only the alignment of contents, the structure of tutoring or the emphasis of tutoring in its actual presentation also varies from school to school and in some cases , on the individual tutor.

According to M. Anderson and Laguarda, K. (2005), parents prefer the help their children received with their home-work in tutoring was an important feature of this service. But in the responses obtained from parents of investigated schools, home-works and assignments are given the 4^{th} rank among the 5 alternatives and their first preference lies on contents students not understand well in the regular classroom to be covered in the tutorial program.

Topping, 2000, in the principle of tutoring, forwards the following practical (methodological) applications in the process of tutoring: avoiding lecture, reviewing what students learn in previous tutoring session and mixing- up a variety of tasks among others. However, in contrary to the above mentioned principle, the investigated school tutors seems focus on the revision and remediation of contents students were learned in their regular classroom. Working on home-works and assignments gave less emphasis.

4.5.3 Materials Used in the Tutoring Practice

Both teachers (tutors) and students (tutees) were asked to indicate the materials teachers used in the practice of tutoring among the given alternatives. Table 16 below shows the result.

Table 15: Teachers and Students Response about the materials Teachers used during the Tutorial Sessions

S/N	Item	Respondents					
		Teachers=45		Students=189		Total=234	
		count	%	Count	%	Count	%
1	Teachers mostly used Students text in the tutorial Program.	23	51	109	58	132	56
2	Teachers mostly used centrally prepared materials in the tutorial session.	3	7	5	3	8	3
3	Teachers mostly used Commercial materials in the tutorial program.	9	20	11	6	20	9
4	Teachers mostly used Tutor made materials in the tutorial program.	31	69	78	41	109	47
5	Other	4	9	5	3	9	4

Table 15 above indicates that 51 percent of the teachers and 58 percent of the students believe that student texts are used as a primary resource material in the tutorial program; while 41 percent of the students and 69 percent of the teachers select tutor made materials as a resource material for the program. When the responses are summed up 56 percent of the total respondents select student text book as a material used in the tutorial periods and 47 percent choose tutor-made materials as a resource for the tutoring.

David, Snow. (2003) after investigating several research findings on tutoring forwards those logistical concerns such as availability of materials have a significant

effect on the success of a tutoring program. Due to this fact, tutors and tutees access to material is considered to be one of the very important principles in the process of tutoring. These materials may be specific to a tutoring program or regular classroom materials or materials publicly available. Some times the materials are specially made and produced by tutors. (Keith Topping, 2000)

According to Leslie M. Anderson and Laguarda, K., 2005, some schools design a tutoring plan based on the state assessments, others conduct an alignment studies and prepare or purchased additional materials; still others were unable to describe any strategy to align their services with the regular schools.

Similar to the results secured in the previous table and the literature cited above, non-uniform application of tutoring methodology and instructional material is clearly observed from the responses of teachers and students. In principle the tutoring practice expected to focus on the academic deficiencies of students. However, in reality a large number of teachers rely on text-books and re-teach students what they were taught in their regular classrooms without making a prior investigation on the academic gaps. And most of them don't have any strategy to align their services with the regular schools.

By the same token, according to the investigation made in this study, some schools based their tutoring activities on student's text book, others on tutor made materials, and still others on commercial materials. No similar response is available even inside the same school. The strategy passively depends on the preference of individual tutors. Not only the material teacher used, but also the methodology they follow differ from teacher to teacher. No standard or near to standard tutoring material or guideline which helps to standardize the tutorial practice is found at the school, sub-city and Bureau level. In line to this, Ibid, 2003, underline that a tutoring programs should have a strong guiding purpose in order to direct tutors in their decision making. The problem also has a strong positive link with tutors' lack of knowledge students and skill about tutoring methodology. In the previously discussed table 10, 90 percent of teachers confirmed that they never get training on the methodology of tutoring. Because of this fact, most teachers seem to used the methodology of

teaching and teach in the tutorial classes.

Monitoring the implementation of the tutoring and giving feedback made an intervention when needed is one of the principles of organizing tutoring. But in the investigated sample schools, schools gave the lion share of their time in assigning teachers and making a general follow-up and coordination on the tutorial session and writing a report to the concerned bodies. Besides this no concrete evidence is found that shows schools monitor the tutorial practices actual activities in detail; it seems also hardly possible to expect such performances in the absence of strongly organized and profoundly established tutoring system.

4.6. Tutorial program and Academic Achievement

4.6.1 Teachers, Parents and Students Response about the Importance of Tutorials

Teachers, parents and students were asked about the tutorial program contribution to the improvement of students' academic achievement through questionnaire. They were provided and asked to check one of the five point scale ranging from strongly agree to strongly disagree. The scales are minimized to a three point scale, for the purpose of analysis i.e. strongly agrees, undecided and strongly disagree. The over all results shows that, most parents, students and teachers are strongly believe that the tutorial service improve the academic achievement of students. Table 17 below shows the summarized results.

Table 16: Teachers, Parents and Students response to the importance of tutorials in improving student's academic achievement

S/N	Item	Teachers =45		Parents =89		Students =182	
Tutoring improves female students academic result		Count	%	Count	%	Count	%
1	strongly agree	42	93	79	89	156	86
2	undecided	-	-			23	13
3	strongly disagree	3	7	10	11	3	1
	Total	45	100	89	100	182	100

Table 16 indicates that 93 percent of the teachers, 89 percent of the parents and 86 percent of the students strongly believes that the tutorial program improves the academic achievement of the tutorial participant female students.

As it is presented in the above table teachers, parents and students respond positively to the importance of tutoring in the academic success of students. To check this response in most tangible evidence, the three and four consecutive years academic results of grade 7 and 8 tutorial participant students results are extracted from the sample schools and comparison were made.

4.6.2. The Influence of Tutoring on the Academic Achievement of Female Students

In this study, documents (Rosters) were checked and comparisons are made. The numbers of documents visited were 20 for grade 7; and 16 for grade 8

The subjects chosen for comparison were two i.e. English and mathematics. This is done, because in the tutorial program these two subjects are considered as core-subjects, and especially in the sample investigated schools it was learnt that, subjects given in English were selected for the tutorial program. Moreover, literatures such as Jodie, Morse.2002, in Summer Time and School isn't easy ; agreed on the usefulness of summer schools (one type of tutoring) in closing the achievement gap especially in English and mathematics that according to him often trip students up during the regular academic year. Therefore, the researcher believes that analyzing student's academic progress in these two subjects could help to see and predict the influence of the program in the regular schooling of female students.

For the purpose of analysis , those students who participate for 3 and 4 consecutive years in the tutorial program and reaches grade 7 and 8 in the year 1999 were selected . Among these students, only those who continuously follow up the tutorial program for 3 years in the case of grade 7; and 4 years in the case of grade 8 were included. 3 students from each grade (grade 7 and 8) and of the 8 sample schools were intended to include randomly as a sample; which means a total number of 24 students per grade. But, 20 (83 percent of the intended) from grade 7; and 16 (67 percent of the intended) from grade 8 are collected and analyzed.

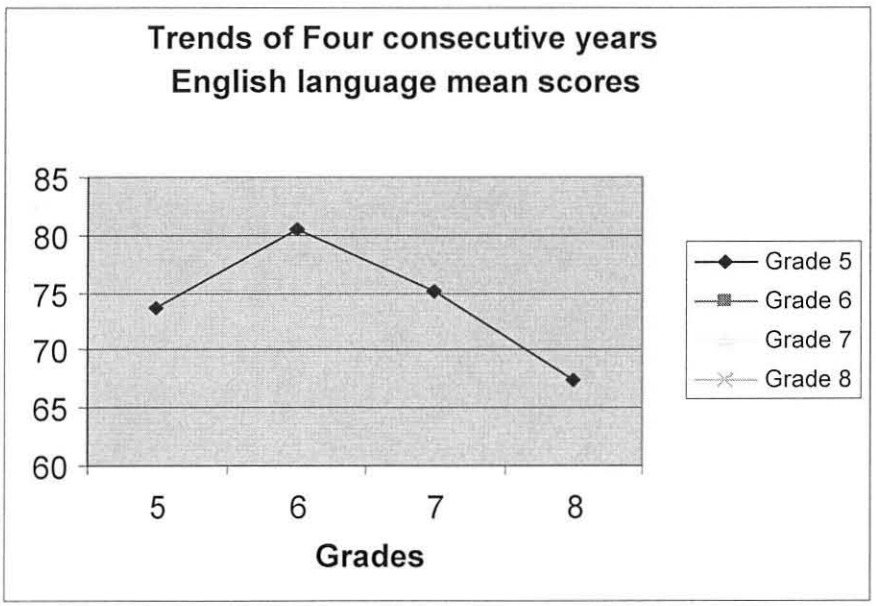
In the Ethiopian schools, student's achievement in each class is assigned based on the following value:

- 90 – 100 percent Excellent
- 80 – 89 percent Very Good
- 60 – 79 percent Satisfactory
- 50 – 59 percent fair
- Below 50 percent Poor

These values are used as a reference of comparison in the analysis made in this study. Based on this fact the following comparisons are made.

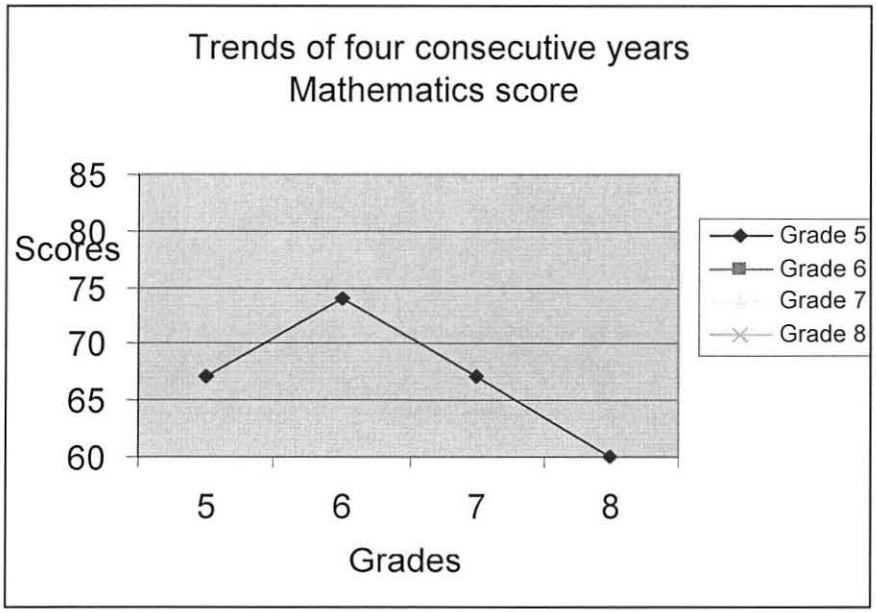
When we see the four consecutive year's English result of tutorial participant female students who are found at grade 8 in this year, the minimum average result is 63.7 i.e. satisfactory ; whereas the average maximum result is 83.5 which is very good. The average yearly result is also satisfactory that is 73.6 in grade 5; 80.5 in grade 6; 75.1 (satisfactory) in grade 7 and 67.3 (satisfactory) in grade 8 ; which dramatically increases from grade 5 to 6 and decreases then after at grade 7 and 8. (See Annex – 5 for the data)

FIGURE 1



The same years result in mathematics also shows similar findings. In mathematics, the average minimum result is 56.1 which is less than that of the English result and the maximum is 77.3 (satisfactory) which is some how a little bit inferior than the English result of the same grade. The average yearly progress is also similar with that of English i.e. from 67 (satisfactory) in grade 5 ,to 74 (satisfactory) in grade 6, and diminishes at grade 7 that is 67.8 (satisfactory) and grade 8 i.e. 60 i.e. Satisfactory (See annex -6).

Figure 2



Therefore, those students who are participating in the tutorial program scored a relatively better result, but the yearly Progress exhibited is not improving from year to year. When the two subjects i.e. English and Mathematics compared each other, the English result is by far better than the mathematics result.

The other statistical data was obtained form students who are at grade 7 in this year and enrolling in the tutorial program since the last 3 years. The 3 year result of these students in English has an average minimum and maximum score of 69 (satisfactory) and 85.9 (very good) respectively. The result these students secured in Mathematics was also more or less similar with that of English. It is a minimum average score of 70.7 (satisfactory) and average maximum result 84.1 which is very good.

Figure 3

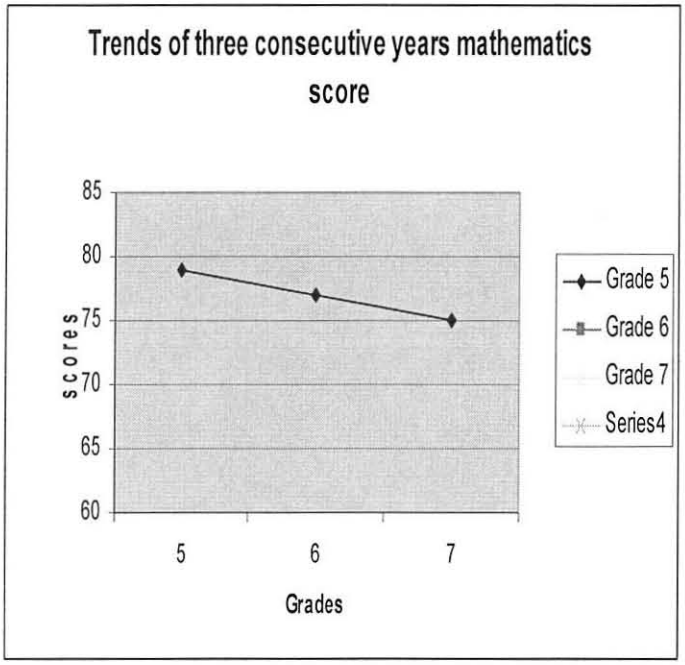
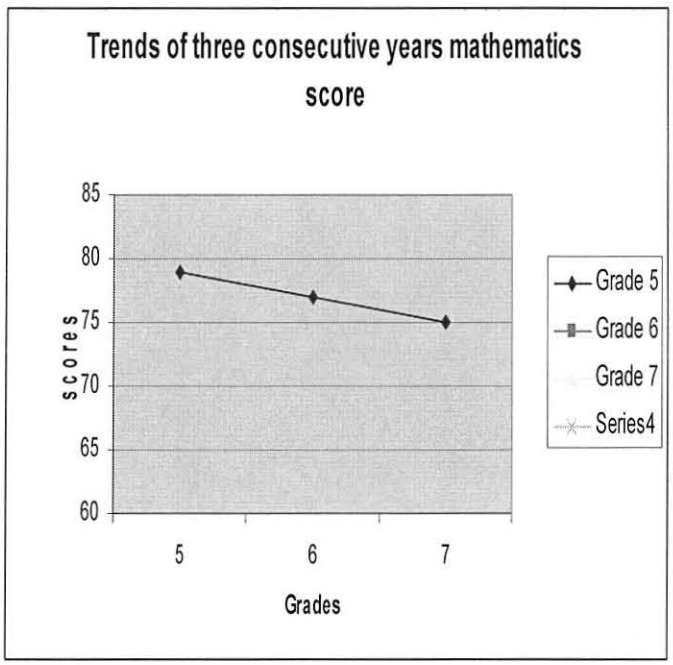


Figure 4



When the average yearly progress of these two subjects are analyzed, it shows a decreasing function that in English from 81.4 (satisfactory) in grade 5 to 79.3 (satisfactory) in grade 6; and 72 (satisfactory) in grade 7; whereas in Mathematics the students result decreases from 79.2 (satisfactory) in grade 5; to 77.5 (satisfactory) in grader 6 and 75.5(satisfactory) in grade 7.

Although the students result in both subjects decreases year to year in the same trends, the decrease in English seem (from grade 6 to 7) relatively greater than that of observed in mathematics and English in all grades.

From the result, we have seen that more or less all students' scores a minimum average score of 69. But, in almost all cases, improvement couldn't continue in increasing function in coming grades. More over, in average no student is found in the upper strata i.e. 90-100 and lower strata i.e. below 50. Most of the students are found in the score range of satisfactory and very good level.

Therefore, from the investigated data we can see that sample female students have more or less scored an average minimum score point above 69 in each subject and grade. However, the overall results students scored are not showing an increasing trend from

grade to grade and is not as promising as the academic assistance they are provided through the school based tutorial program.

To pin point few points that clearly show the above stated fact , for instance , Out of the 20 students in grade 7 , whose English language result at grade 5 is seen as a reference, only 6 students found improving their score at grade 7 ; while the other 14 students results decreases. The same is true in Mathematics that only 4 students show an improvement. This fact is also true when we see the results in English and Mathematics in grade 8.

One very important point observed from the students individual score is that the students score relatively increases in the previous years especially during the first year when students start the tutorial practice and alarmingly decreases in the current year (1999) in the selected two subjects and grades of sample schools.

Chapter five

Summary, Conclusions and Recommendations

In this chapter of the thesis three different contents are presented accordingly. First the summary of the major findings was made. Following that the conclusions the researcher has reached were stated. Finally recommendations that can contribute in suggesting some means of improving the existing situation to a better one were forwarded.

5.1. Summary

The study was aimed at investigating the practice and major challenges of school based tutorial program for primary education second cycle (grade 5-8) female students of Addis Ababa.

To achieve the stated purpose, the researcher attempted to identify basic research questions which served as guides in the collection and analysis of data as well as in revealing the specific problems that needs to be addressed in the study.

The study employed descriptive survey method and the data were collected using a set of questionnaires specifically designed to suit the various subjects of the study. In addition, interviews were also used for specific purposes, particularly with tutorial coordinators, teachers, sub city focal persons and Bureau expert. Documents were also visited to supplement data collected using other mechanisms and to get information regarding the topic of investigation.

The subjects of the study were 190 tutorial participant female students, 90 parents, 45 teachers, 8 tutorial coordinators , 3 Sub-city focal persons and 1 Education Bureau Expert The sample subjects were drawn from 3 sub cities of the study target area i.e. Addis Ababa. Stratified sampling technique was employed in selecting the 3 sample sub-cities and 9 schools. After that female student subjects were obtained on available sampling bases categorized into 4 grade levels (grade 5, 6, 7 and 8), 45 teachers were respond to the questionnaire and among the randomly selected 6 teachers from each sample schools a total of 48 teachers are obtained and out of these 45 teachers are dully filled and returned the questionnaire . 3 parents of those tutorial participant female students from each 8 school and 4 different grade levels totally 90 parents were obtained.

No sampling was needed in selecting , coordinators, focal persons and supervisors. That is, owing to their limited number, all of them were taken as subjects of the study.

5.2 Conclusions

The data collected was, thus, analyzed using percentages and statistical methods as the situation demands. Consequently, the data holds major findings and described briefly here under.

1. General Picture of the Tutorial Program- the current state of the school based tutorial program provided for primary level second cycle (grade 5-8) female students have the following typical features:

- Three subjects i.e. English, Mathematics and Integrated Science for grade 5 and 6; and five subjects English, Mathematics, Physics, Biology and Chemistry offered to grade 7 and 8. Each tutorial period was expected to take 50 minutes, though few schools reduced it to 45 minutes, and provided on Saturday morning, from 8:30 to 12:30 with 15 minutes breaks in between for sessions lasting 2 hours and 30 minutes to 3 hours and 20 minutes for grade 5 and 6; and 7 and 8 respectively. However, in few schools the session lasting 2hours and 15 minutes to 3hours 45 minutes.
- The average tutor-tutee ratio in the sample school was 1:36; but the Maximum was 1:85 and the minimum is 1:8.
- The average proportion of eligible female students participating in the tutorial Program was reported to be 48.9 percent of the total. The highest, among the sub-cities found in Yeka is 84 percent; the moderate, in Gulele is 69.5 percent; and the least In Addis Ketema is 15.6 percent respectively. When seen from individual schools perspectives, the highest proportion is found in Yeka Sub City (Hizbawi Serawit School) that is 97 percent; and the least in Addis ketema Sub-City (Oumer Semeter School), that is 15.6 percent. However, the responses secured from the city education bureau of schools false reporting on the number of female students enrolled in the program together with other problems such as the problem of attendance and the like

seems not support the above mentioned figure.

- In the tutorial program, the traditional dominance of males over females was observed in that 76 percent of male and 24 percent of female teachers were participated as a tutor

- Almost all or 96 percent of teachers (tutors) who owned Diploma in their field of study participated in the program, and 69 percent of them have a total service year of 11 and above. Out of the total tutorial participant teacher, 51 Percent of them have served as a tutor for more than three years.

With regard to the occupation of parents', 33 percents were job seekers, 23 percent government employees and 22 percent private workers. Most of them, 74 percent had an education level below grade 12.

2. Organization of the tutorial program

- Although it is believe that all stakeholders have their own share at school level, organizing activities of the tutorial program was found to be left to one coordinator, most likely a school principal or vice director.
- To get the tutorial service, Students were said to be recruited based upon certain criteria. The criteria were being female, interest to participate in the tutorial program and poor academic performance - among others. But, the governing criteria seem to be gender i.e. being female. However, the beneficiaries are not those who are intended to be.
- The selection of students for the tutorial program was made by the school administration and teachers. Other important elements such as parents, students, parent - teacher unions (PTU) and kebele education team were given a small or an insignificant attention.
- Tutors (teachers) were also selected for the tutorial program based on the selection criteria. The bases or the general references used for selection were provided by the City Education Bureau. And Individual schools were

expected to apply it accordingly. The city Education Bureau provides them to recruit (select) teachers by forming a committee. In this regard some schools use the management committee of the school, others form a committee only for this purpose and still others delegate the task to fellow departments. No uniform procedures are employed. Besides, all teachers serve as a volunteer tutors who give the tutoring service freely; only the transport allowance was paid to them by UNICEF i.e. the official sponsor of the tutorial program.

- Most students (73 percent) agreed that best teachers were assigned to the tutorial program. That seems true at least from the stand point of qualification that 96 percent of the teachers who participate in the tutoring program were certified with Diploma and fulfill the requirements of the government.
- Almost all teachers (90 percent) responded that, they were not taking training on the methodology of tutoring, and this is also confirmed by interviewed school, Sub-city and city Education Bureau officials.
- Attendance was found as one of the key problems of the tutorial program. 97 Percent of the teacher respondents agreed on this issue and interview results also affirmed it, though 39 percent of the students responded in contrary. The major reasons given for the attendance problem were economic Problems, weak and inconsistent follow-up from schools, poor school-parent relationship, Clashes between tutorial classes and other make-up classes & extra curricular activities.
- Communication between parents and schools and informing parents about the progresses of the students were found unsatisfactory. The major method schools employ to communicate parents was meetings and these meeting have mostly been held once in a six or three months, at a time when schools call parents for the purpose other than the tutorial program.

2. Methodology of Tutoring

- For both teachers and students respondents' methodologies of teaching and tutoring have more similarity than differences. This wrong perception might have a strong link with lack of knowledge and skills or

absence of orientation for teachers and students respectively.

- The tutorial program in the class room most likely focuses on the contents students were given during the regular class, on the contents that are difficult for students, on supplementary contents, on contents students will learn in the future and home works and assignments in their order of priority.
- Teachers most often used student's text and teacher - made materials in their Week-to-week tutorial practices

3. Tutorial program and Students Academic Achievement

- The investigation made on sample tutorial participant grade 7 and 8 students 3 and 4 consecutive years average score in English and Mathematics shows that ;
  - For both, grade 7 and 8 students, Students English language result is found better than Mathematics. The yearly progress of students' achievement in both grades and
  - Subjects are generally decreasing from year to year; with the exception of a reasonable lip registered by those students who enrolled currently at grade 8, when they were participating in the tutorial program for the first time at grade 5 and promoted to grade 6.

Generally, the statistical data analyzed revealed that students who are participating in the tutorial session registered an average score of 69; which is satisfactory. But, the yearly progress is decreasing from year to year and not found promising. Especially, the results students scored in this year at both grade in both subjects are alarmingly decreases and this may need further investigation to know the reasons behind. In addition, most students found in average score range of satisfactory (60 - 79) and very good (80 - 89).

5.3 Recommendations

Based on the findings of the study, the following recommendations are made:

1) **Increasing participation rates:** some schools had undertaken extensive and promising efforts to enroll female students in the tutorial program, but in contrary, others make little effort. So schools, sub cities and the city education office should step up their efforts as well as develop possible reputation with parents. To this effect information dissemination campaigns and sustainable efforts should be taken to strengthen the bond between schools & parents.
2) **Increasing the number of female tutors:** female students need models, thus it is advisable if the number of female tutors will be increased. Not only increasing their number, but also their role in providing advisory function for female students should be started.
3) **Providing economic or material incentives:** one of the critical problems that hinder female students' participation in the tutorial program is the prevailing economic problem. Unless some incentives are set in motion, the problem seems likely to continue to affect female children for a longtime to come. Therefore, in the short run, it is required that providing tutorial participant female students with financial support to buy pens, pencil and materials will help to solve some of the barriers to stay in the tutorial program.
4) **Standardizing the program :** putting more resources and providing a school based tutorial program for academically disadvantaged female students seems to have greatest importance to relieve if not abolish the rate of their educational wastage and improve academic performance .Therefore, the program should be conducted in all schools in a standardized manner by endorsing it with a policy. In addition, the city education bureau should prepare, update and provide guidelines for all schools.
5) **Providing Training**: If the objectives of school based tutorial program for female students are to be met, all tutorial teachers need training, and a greater focus is needed on the methodology of tutoring. For this effect, it is very important that Addis Ababa City Education Bureau create a strong link with

Colleges of Teachers' Education, Universities and other educational institutes that help teachers in offering the training.

6) **Employing absentees decreasing strategies:** as it can be seen in this study, frequent absenteeism was one of the major problems in the tutorial program. In this case, to curb the problem, a possible strategy should be employed to improve the involvement of parents and the community at large. This can promote parental concerns about students' absenteeism and improve attendance. Besides, schools, kebele education team, sub-city education offices and city education Bureau should be able to identify the major causes of the problem and attempt to solve it after making a discussion with parents.
7) **Improving communication with parents:** schools should improve the quantity and quality of their communications with parents. To do so, they could employee different parent-friendly strategies with a reasonable frequency. This in return helps to improve parents, teachers and students' attitude towards the tutorial program.
8) **Evaluating performance of schools:** the monitoring and evaluation aspect of the tutorial program is one of the challenges. To make it, no monitoring and evaluation guideline and no useful benchmarks for assessment are available. Therefore, especially the Addis Ababa City education Bureau should prepare a guideline for assessment and start employing it as quickly as possible.
9) **Institutional actions:** they are required to establish a firm and fruitful tutorial program. The program that practiced currently is found loosely organized and less institutionalized. In addition, the program is performed non-uniformly in different schools. Therefore, taking useful measures to institutionalize and legalize the program may help to continue with the usefulness of the program.
10) **Making a continuous Applied Research:** finally, there could be other problems that are related to the practices of the school-based tutorial programs, but not reached by this study. Therefore, the writer recommends that further studies be carried out on the issue.

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APPENDIX -A

Students Questionnaire

Dear students

This descriptive study is conducted for the fulfillment of MA thesis in curriculum, in the Department of Curriculum and Teachers Professional Development of the AAU. The main purpose of the study is to investigate the practice of tutorial program provided for female students of grade 5 - 8 in the Second Cycle Primary School of Addis Ababa. Students are among those chosen to participate in the study. Thus, the researcher cordially requests you for information and appreciates your genuine willingness to provide the necessary information for the purpose of the study. Mean while, I assure you that, all the information obtained from respondents will be used only for the purpose of this research.

Thank you!

I **Background (fill in the space provided by choosing one of the given alternative of by Marking '✓ ' or by writing your response according to the question)**

1. Name of your school _____ sub-city _____
2. Grade level _____
3. Age _____
4. For how many years do you participate in the tutorial program? _____

II **The General Practice of the tutorial**

5. What is the purpose of the tutorial Program?_____
6. Are there any criteria that used to recruit female students for the program?

   Yes □ No □ not sure □

7. If your answer for question no 6 is 'yes' what are the criteria?

   - Low level Education results □
   - Low level parental in come □
   - being a female □
   - The interest of female students□
   - No criteria □
   - Specify if any other _____

8. Who is recruiting female students for the tutorial program?

   - Teachers □
   - Students □
   - School Administration □
   - Parents □
   - Parent teacher union □
   - specify if any _____

9. How often you came to the tutorial program?

   - All times □
   - Seldom □
   - frequently □

10. Do best Teachers of the school assigned to the tutorial Program?

    - Agree □
    - Not sure □
    - Disagree □

III **Tutoring methodology**

11. The presentation of tutoring is based on	Agree	Not sure	disagree
- formal class contents			
- contents of the formal class that students couldn't properly understand			
- Home works & assignments			
- Teacher made supplementary contents			
- On contents that will be covered in the future			
12. How the tutorial program presented in the class - Previous lessens are revised			
- Presented in a similar fashion to the formal class			
- Questions are used as a spring board of the Tutorial session.			
- Teachers provide us thinking time			
- Simple-difficult, clear-complex... tasks are provided alternatively			
13. When Tutors motivate tutees - When they recognize and correct errors by themselves			
- When tutees stay longtime with out committing Errors			
- When tutees made a continuous effort with success			
- when tutees made a strong effort even with mistakes			
14. when Teachers motivation tutees - They tell the reason to the tutee			
- They employ different motivating words in different Time and situation			
- They motivate tutees in uniform fashion			
15. How do you see the interaction b/n tutors and tutees during the tutoring session			
- Father / Mother - child.			
- Student - teacher			
- Brother / Sister - friend			

16. How do you see the similarity/differences between the tutorial session and the formal class?

- Very similar □
- Fairly similar □
- Dissimilar □
- not sure □

IV. **Organizing, implementing and monitoring tutorial.**

17. Who is the prime responsible for organizing, implementing and monitoring the tutorial program?

- Teachers □
- PTU □
- School Administration □
- Kebele Education. □
- Sub-city Education Office □
- Education Bureau □
- Specify if any_____

18. The beginning and terminating time of the tutorial session is
- Known □
- Un known □
- Not - sure □

19. Orientation has made to students about the tutorial program .

Yes □ No □

20. What are the materials primarily used for the tutorial program?

- The student Text □
- Centrally prepared teaching materials □
- Teachers made Materials □
- Commercial materials □
- Specify if any_____

21. Is there any discussion held (Made) between parents, teachers and students concerning the tutorial program

Yes □ No □ . Specify if any _____

22. Is there any reporting mechanism that tutors communicate with parents Regarding students' progress in the tutorial program?

Yes □ No □ .Not sure □

23. How often do Teachers absent or come late to the tutorial session?

Most often □ Seldom □ Never Absent □

24. Do you believe that, the tutorial program improve female students' academic achievement?

- Strongly Agree □
- Agree □
- Disagree □
- not sure □
- Strongly disagree □

25. What other problems do you see regarding the tutorial program? and what Possible recommendation forward _____

_____

_____

_____

Appendix - B

Teachers Questionnaire

Dear Teachers

This descriptive study is conducted for the fulfillment of MA thesis in curriculum, in the Department of Curriculum and Teachers Professional Development of the AAU. The main purpose of the study is to investigate the practice of tutorial program provided for female students of grade 5 - 8 in the Second Cycle Primary School of Addis Ababa. Teachers are among those chosen to participate in the study. Thus, the researcher cordially requests you for information and appreciates your genuine willingness to provide the necessary information for the purpose of the study. Mean while, I assure you that, all the information obtained from respondents will be used only for the purpose of this research.

Thank you!

I **Background (fill in the space provided by choosing one of the given alternative by Marking '✓ ' or by writing your response according to the question)**

1. Name of your school _____ sub-city _____
2. Grade level You Teach_____
3. Sex Male □ Female □
4. Educational Level Certificate □ Diploma □ Degree Specify if Any _____
5. Service Year as a Teacher (including 1999) _____
6. Service Year as a Tutor (including 1999) _____

II **The General Practice of the tutorial**

5. What is the purpose of the tutorial Program?_____
6. Are there any criteria that used to recruit female students for the program?

   Yes □ No □ not- sure □
7. If your answer for question no 6 is 'yes' what are the criteria? (possible to give more than one answer)
   - Low level Education results □
   - Low level parental in come □
   - being a female □
   - The interest of female students □
   - No criteria □
   - Specify if any other _____
8. Who is recruiting female students for the tutorial program? (possible to give more than one answer)
   - Teachers □
   - Students □
   - School Administration □
   - Parents □
   - Parent teacher union □
   - specify if any _____
9. How often do students absent from the tutorial program?
   - All times □
   - Seldom □
   - frequently □

10. Do Teachers recruited for the tutorial program on certain criteria?

- Agree □
- Not sure □
- Disagree □

11. If your answer for question no "10" what are the criteria? _____
_____

III **Tutoring methodology**

12. The presentation of tutoring is based on	Agree	Not sure	disagree
formal class contents			
contents of the formal class that students couldn't properly understand			
Home works & assignments			
Teacher made supplementary contents			
On contents that will be covered in the future			
13. How the tutorial program presented in the class Previous lessens are revised			
Presented in a similar fashion to the formal class			
Questions are used as a spring board of the Tutorial session.			
Teachers provide us thinking time			
Simple-difficult, clear-complex… tasks are provided alternatively			

14. How do you see the similarity/differences between the tutorial session and the formal class with regard to the methodology of tutoring?

- Very similar □
- Fairly similar □
- Dissimilar □
- not sure □

IV. **Organizing, implementing and monitoring the tutorial program.**

15. Who is the responsible body for organizing, implementing and monitoring the tutorial program in the school?/ possible to give more than one answer /

- Teachers □
- PTU □
- School Administration □
- Kebele Education. □
- Sub-city Education Office □
- Education Bureau □
- Specify if any_____

16. The beginning and terminating time of the tutorial session is

- Known □
- Un known □
- Not - sure □

17. Do teachers receive training on the methodology of tutoring?

Yes □ No □

18. What are the materials primarily used for the tutorial program?

- The student Text □
- Centrally prepared teaching materials □
- Teachers made Materials □
- Commercial materials □
- Specify if any_____

19. Is there any discussion made between parents, teachers and students concerning the tutorial program?

Yes □ No □ . Specify if any _____

20. Is there any reporting mechanism that tutors communicate with parents regarding students' progress in the tutorial program?

Yes □ No □ .Not sure □

21. If your answer for question number 21 is "yes" what methods do schools employ?

Letter □ Telephone □ Meeting □ Report Card □ specify if any ____

22. How often do schools communicate with parents?

Once in a month □ once in a 3 months □

Once in a 2 months □ once in a 6 months □

23. How often do Teachers absent or come late to the tutorial session?

Most often □ Seldom □ Never Absent □

24. Do you believe that, the tutorial program improve female students' academic achievement?

- Strongly Agree □
- Agree □
- Disagree □
- not sure □
- Strongly disagree □

25. What other problems do you see regarding the tutorial program? and what Possible recommendation forward _____

_____

_____

_____

Appendix - C

Parents Questionnaire

Dear Parents

This descriptive study is conducted for the fulfillment of MA thesis in curriculum, in the Department of Curriculum and Teachers Professional Development of the AAU. The main purpose of the study is to investigate the practice of tutorial program provided for female students of grade 5 - 8 in the Second Cycle Primary School of Addis Ababa. Parents are among those chosen to participate in the study. Thus, the researcher cordially requests you for information and appreciates your genuine willingness to provide the necessary information for the purpose of the study. Mean while, I assure you that, all the information obtained from respondents will be used only for the purpose of this research.

Thank you!

C-1

I **Instruction. Fill in the space provided by choosing one of the given alternatives of by Marking '✓ ' or by writing your response according to the question**

1. Address: Kebele _____ Sub-city _____
2. Educational level _____
3. Sex Male □ Female □
4. Job _____
5. For how many years does your child participate in the tutorial program? _____

II **The General Practice of the tutorial**

5. Do you informed about the tutorial program?

   Yes □ No □ not sure □

6. If your answer for question number 5 is "yes "who informed You?" _____

   _____

7. What is the purpose of the tutorial Program? _____

8. How often your child does come to the tutorial program?

   - All times □
   - Seldom □
   - frequently □

9. Orientation has made to parents about the tutorial program .

   Yes □ No □

10. Is there any discussion held between parents, teachers and students concerning the tutorial program?

    Yes □ No □ Specify if any _____

11. Is there any reporting mechanism that tutors communicate with parents Regarding students' progress in the tutorial program?

    Yes □ No □ .Not sure □

12. If your answer for question number 11 is "yes" what methods do schools? Employ?

Letter □ Telephone □ Meeting □ Report Card □ specify if any ____

13. What is your preference regarding the focus of the tutorial program? _____

14. Do you believe that, the tutorial program improve female students' academic achievement?

- Strongly Agree □
- Agree □
- Disagree □
- not sure □
- Strongly disagree □

16. What other problems do you see regarding the tutorial program? and what Possible recommendation forward _____

_____

_____

_____

Appendices

Appendix 4

Interview guides to selected teachers tutorial coordinators, sub-city focal person and education Bureau expert

1. What are the objectives of the tutorial program for female students?
2. Are there criteria to select female students for the tutorial program? If yes, what are the criteria used? From when did these criteria come from ?
3. Do students and teachers absent or come late to the tutorial session? If yes why? How often? What measures are they take?
4. How do teachers understand the difference between tutoring and teaching from the standpoint of methodology?
5. Who do you think is the responsible body in organizing the school based tutorial program for female students at the school level? Why?
6. Do schools sub - city or city education bureau provide training for tutors on the methodology of tutoring?
7. Do Schools communicate with parents' regarding the tutorial session? - If yes - using what method and How often?
8. Do you think that the tutorial program improves female student's academic achievement?
9. What difficulties does problems are there, and what solutions you propose to solve? the school based tutorial program faced? and what solutions you proposed?

ANNEX – E - 1

Four Consecutive years English Language Results

Grades						
5	6	7	8	Average	Minimum	Maximum
50	48	52	43	48.25	43	52
58	65	56	62	60.25	56	65
62	85	68	58	68.25	58	85
62	66	67	58	63.25	58	67
63	91	82	76	78	63	91
67	71	57	49	61	49	71
72	85	73	83	78.25	72	85
72	79	54	56	65.25	54	79
76	73	54	71	68.5	54	76
78	76	92	62	77	62	92
80	87	98	81	86.5	80	98
80	94	72	44	72.5	44	94
81	69	82	55	71.75	55	82
90	99	100	98	96.75	90	100
91	100	96	91	94.5	91	100
96	100	100	91	96.75	91	100
73.625	80.5	75.1875	67.375		63.75	83.5625

ANNEX-E-2

Four Consecutive years Mathematics Results

Grades						
5	6	7	8	AVERAGE	Minimum	Maximum
51	45	51	50	49.25	45	51
57	82	93	93	81.25	57	93
57	55	44	46	50.5	44	57
58	62	63	53	59	53	63
61	69	77	44	62.75	44	77
61	68	55	43	56.75	43	68
62	70	54	58	61	54	70
65	79	62	50	64	50	79
68	75	80	72	73.75	68	80
69	78	59	50	64	50	78
71	97	77	62	76.75	62	97
71	84	67	50	68	50	84
71	60	44	56	57.75	44	71
72	72	62	62	67	62	72
86	93	99	83	90.25	83	99
95	99	98	89	95.25	89	99
67.1875	74.25	67.8125	60.0625		56.125	77.375

ANNEX-E - 3

3 Consecutive Years English Language Results

Grades			Average	Minimum	Maximum
5	6	7			
54	49	63	55.33333	49	63
58	65	56	59.66667	56	65
62	85	68	71.66667	62	85
63	91	82	78.66667	63	91
75	60	50	61.66667	50	75
75	69	51	65	51	75
76	68	50	64.66667	50	76
76	73	54	67.66667	54	76
77	67	50	64.66667	50	77
79	72	75	75.33333	72	79
87	84	77	82.66667	77	87
89	73	69	77	69	89
91	100	95	95.33333	91	100
92	85	71	82.66667	71	92
92	80	83	85	80	92
92	100	91	94.33333	91	100
95	90	97	94	90	97
96	100	100	98.66667	96	100
99	92	74	88.33333	74	99
100	84	84	89.33333	84	100
81.4	79.35	72		69	85.9

ANNEX-E - 4

3 Consecutive Years Math Results

Grades			Average	Minimum	Maximum
5	6	7			
60	61	69	63.33333	60	69
61	54	50	55	50	61
65	78	79	74	65	79
65	77	80	74	65	80
67	58	50	58.33333	50	67
68	56	57	60.33333	56	68
70	77	95	80.66667	70	95
71	63	62	65.33333	62	71
74	62	70	68.66667	62	74
76	63	60	66.33333	60	76
80	91	67	79.33333	67	91
81	95	97	91	81	97
85	80	88	84.33333	80	88
87	87	75	83	75	87
89	60	58	69	58	89
92	93	83	89.33333	83	93
96	100	93	96.33333	93	100
98	96	84	92.66667	84	98
99	99	97	98.33333	97	99
100	100	97	99	97	100
79.2	77.5	75.55		70.75	84.1

ANNEX-F

የማርክ አሰጣጥ ደንብ

ትምህርት ቤቶች በመዝገብ ውስጥ የሚጽፏቸው የተማሪዎች የትምህርት ደረጃ ውጤት በሚከተለው ዓይነት ይመደባል

90—100%	ያገኘ እጅግ በጣም ጥሩ
80—89%	ያገኘ በጣም ጥሩ
60—79%	ያገኘ በቂ
50—59%	ያገኘ መጠነኛ
50%	በታች ያገኘ ዝቅተኛ

ከመቶ (0%) ምንም ጊዜ ቢሆን ለተማሪ ፤ ዜሮ አይሰጥም መስጠት ፈጽሞ አልተማረም ማለት ነው ። ተማሪ እክፍሉ ያልተገኘ እንደሆነ አልጎበረም ተብሎ ይጻፍበታል ።

METHOD OF MARKING

Student's Achievement in each Class will be assigned the following value:

90—100%	Excellent
80—89%	Very good
60—79%	Satisfactory
50—59%	Fair
Below 50%	Poor

A mark zero (0) should never be given, since it would mean no work has been done absolutely. If a student has been absent from class for the whole period covered, and has not make up any of the work, he/she should be marked "Ab" for "Absent"

DECLARATION

I, the under signed declare that this thesis is my original work, has not been presented for a degree in any other University and that all sources of material used for the Thesis have been duly acknowledged.

Wondiye Kebede Feleke

This Thesis has been submitted for examination with my approval as University Advisor

Dr. Meseret Asefa