

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
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Development Studies**

**The Practice and Challenges of Female Students' School
Based Tutorial Program in Selected General Secondary
Schools of Kobo Woredas in North Wollo Zone.**

**BY
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Abstract

The purpose of the study was to investigate the practice and challenges of female students school based tutorial program in selected general secondary schools in kobo Wordas North Wollo Zone. The method employed was descriptive survey. A total of 301 respondents from the three selected schools, female student parents and woreda education office experts were used as sources of data. The instruments employed were questionnaire, interview, class room observation and documents related to female students' tutorial program. The study reveled that teachers in the sample schools use tutorial program to support female students in their learning. Female students' tutorial program is not supported by female student parents. Female student parents had no meaningful involvement in female students' tutorial program. Female students tutorial program is organized by teachers and evaluated by school principals. Woreda Education Offices are not actively involved in female students' tutorial program. School- parent relationship is poor. Female student parents are not happy to send their daughters to the tutorial program. Female students did not attend tutorial program regularly. Developing strong relationship between the school and female student parents, evaluation by school principals and woreda education experts of the program, using guide line and creating awareness for female student parents are recommended to improve the practice of school based female students tutorial program.

CHAPTER ONE

Introduction

1.1. Background

Education is a powerful means that significantly change the life of individual and empower him or her to contribute the national development (UNESCO, 2003:17). Moreover, it is fundamental human right which is the key to sustainable development, peace and stability among countries. It has also direct and positive effect on income, farm productivity, and human fertility, as well as international effect on child health and nutrition.

Akoto (1990:35) contend that for effective national development, the entire human resource should be fully mobilized to participate actively as agent and beneficiaries. Therefore, the society must give due attention to the equal participation of female's education as well as full participation in every share of activities from family decision making to economic and political life.

According to Strumgust (1990:345), women in Africa do not benefit equally from education system. These inequalities are seen in lower enrollment of girls, lower level of attainment and higher wastage rate (referring to grade repetition, poor performance during examination and dropouts). Similarly, the World Bank report (2003:330) states that the average GER for both primary and secondary school level was 56.5% for boys and 46.5% for girls. In each school level GER of girls is less than GER of boys. Moreover, illiteracy rate for Africa was 34% for boys and 50% fore girls in 1997. Fentaw (2005:49) contend that the inequality of girls in all aspects of life widely documented in the context of developed and undeveloped countries.

The problem is not limited only to the developing countries, but it has also been persistent problem of all developed nations albeit on a small scale. However, the intensity of problem tends to be very much pressing in the school of less developed countries(Curle (1973), Rubberier (1998), in Tilaye1999:67).

Ethiopia, one of the least developed countries, is not by any means exceptional to these phenomena. Despite the existence of favorable educational policy and affirmative actions offered by the government, female students are still low in number in schools, perform lesser and the gender gap is wider in Ethiopia (MOE, 2002:4).

Factors affecting female education in general and their academic performance in particular includes: socio-economic status, socio-cultural beliefs, unfavorable school environment, discouraging political and institutional conditions (Odaga and Henevad 1995:41).

To address equality issues and to improve female student academic performance by narrowing the gap between male and female, among regions, rural and urban areas, meaningful measures are being taken by the government and different stakeholders. "Gender and equity department" is established in the Ministry of Education, as one measure to support and facilitate the gender equality in education. The effort is initiated and strengthened to improve the participation of females' education. And also different services and supports were provided to retain girls' students in schools and to improve their academic performance. The support included scholarship to girls from poor families, tutorial, guidance and counseling services. As the result the GER for girls at secondary level (Grade 9-10) increased alarmingly. Statistics reveal that the GER for girls' at secondary level (Grades 9-10) increased from 11.2% in 1999/2000 to 19.8% in 2004/05, (ESDP, III 2005/06:8).

Supporting the above idea, (Rose, 2003 and Amare et al., 2006) confirmed that enrollment in Ethiopia has increased alarmingly for both boys and girls since the early 1990s. But the data indicate that the number of female students still lagging behind boys. However the gender gap in GER has increased from 2.2 percentages in 1999/2000 to 14.8 percentages in 2004/05, repetition rate for grade 9 decreased to 10% in 2003/04 from 23.3% in 1997. The gender disaggregated data for 2003/04 indicate that the repetition rate for boys and girls

were 9.1% and 11.6% respectively. In 1996/ 97 repetition rate for boys was 17.9. While for girls was 29.7%, (ESDP III, 2005/06).

To improve quality of education six packages have been designed and implemented from Ministry of Education up to school level. School improvement program is one of the six packages which consists of teaching learning process, school parent relationship, leadership and conducive school environment domains. To this end, schools set goals in relation to each school domains and conduct system survey (Self evaluation) to give priority by identifying their strength and weakness (School Improvement Framework, 2007:5).

In the teaching learning domain of School improvement program focus on students learning achievement.

The teaching learning domain of School improvement program is give due attention to improve students learning in general and female students in particular. Indeed different services and supports were provided to retain girls in schools and to improve their academic performance. Female student school based tutorial program was one of the support mechanisms provided at school level (School Improvement Framework, 2007:5).

Therefore, based on the above mentioned background, the main concern of this study will be to investigate the nature and extent of school based tutorial practice and its challenges in three selected general secondary schools in Kobo woredas, North Wollo.

1.2. Statement of the Problem

A number of positive steps have been taken to address the gender gap in the education system. The gross enrolment ratio (GER) for female students increased over the year, yet there is still gender-gap, high rate of repetition and their academic achievement is not improved. Nevertheless there have been barriers and constraints. Deep rooted cultural, social and school related factors hinder their enrollments and academic performance. For this reason there are higher repeaters of girls than boys.

Accordingly, school designs different support mechanisms to improve admission, completion, and performance rate of girls and reach a level which is equal to that of boys. Therefore, schools should be directed to assist low achieving students in general and female students in particular. To address gaps by ensuring special support for girls enrollment participation and performance in schools and institutions, different support mechanisms have been provided such as tutoring (MOE, 2004:10)

Several scholarly research findings expound importance of tutorial program, if it is implemented properly; it could be very effective in the improvement of low performing students' in general female students in particular.

Dunkin (1987: 243) posits that tutoring improves school achievement, self concept, and attitude toward schools, and students gain more by being tutored. Similarly Graesser et al (1993) in Derry and Potts (1998:318) argued that tutoring is successful because sessions are structured to allow students the opportunity to learn actively through their own questions. Indeed, students ask approximately 100 times more questions during tutoring than in the classrooms situation.

Furthermore, tutorial may not be seeking some universal truth. It is designed primarily to lead students into sharpening their intellectual wits, develop their power of argument, and subjecting their view to the scrutiny of others (Johnson, 1996: 134).

More importantly, there is strong evidence that tutoring keep students from becoming discouraged from blaming themselves when problem solving difficulties are encountered (Lepper et al, 1990, in Derry and Potts, 1998: 318).

Accordingly, those, students who lag behind their classmates in general and female students in particular seek additional instructional support than others. And without the proper tutorial academic intervention or supplemental service, those students are expelled from school or functionally could not have mastered the expected knowledge, skills and attitude at the end of academic year.

Therefore, schools should take locally relevant measures and give due attention to implement female student school based tutorial program in a planned, organized and supervised manner.

From his own experience, researcher believes that the practice is there at various level and depth. Hence, assessment that helps to see and measure the impact of tutorial program in academic improvement of students should be carried out on school levels.

Therefore, the major purpose of the study is to examine the practice and challenges of school based tutorial program to improve female students academic achievement at three selected secondary school first cycle (Grade 9-10) of Kobo woredas, North Wollo Zone.

Therefore, this study tried to answer the following basic questions.

1. How are schools organized and structured to practice female students school based tutorial program effectively?
2. What is the support given by school administration, female student parents and woreda education office to run female students school based tutorial program?
3. What is the extent of involvement of teachers in practicing female students school based tutorial program?
4. What are the challenges encountered in practicing female students school based tutorial program?

1.3. Objective of the Study

The general objective of this study was to examine the practice and major challenges as well as to suggest possible solutions on school based tutorial program which was provided to female students in Kobo, Robit and Goby general secondary schools of Kobo rural woreda and Kobo urban administration in North Wollo.

Moreover, the study had the following specific objectives:

1. To assess the general practice of female students school based tutorial program.
2. To evaluate the existing supports given by school administration, female student parents and woreda education office to run female students school based tutorial program.
3. To strengthen the practice of female students school based tutorial program.
4. To identify the challenges encountered in practicing female students school based tutorial program.

1.4. Significance of the Study

The study has the following importance:-

1. The study will be significant to schools in alleviating the problem of female students school based tutorial program.
2. The study may also provide information to policymakers, non-governmental organizations and other organizations that are working on gender related field in general and female education in particular.
3. The finding of the study will expect to create awareness to the problem encountered in practicing female students school based tutorial program.
4. The study may also serve as a spring board for researchers, who want to make related or further research on the field.

1.5. Delimitation of the Study

In North Wollo there are 11 woredas, 3 urban administrations and 30 general secondary schools throughout the zone. It is impractical and unmanageable in size to deal with the problem in all woredas and schools. Hence, to make the study relatively manageable, it was delimited to Kobo Woredas (Kobo urban administration and Kobo rural Woreda). In Kobo woredas there are 6 general secondary schools. With respect to population, this study was also delimited to woreda education experts, principals, vice-principals, teachers, female students and parents of tutorial participant female student students.

The study was also delimited to include only government general secondary schools. This was done by considering some of uniformity in delivery and facilities of schools.

1.6 Limitation of the study

Access to transport in time of need, suitable time to observe female students tutorial classes, absence of vice principals while they were required lack of documents related to female students tutorial program were the limitation of the study.

1.7. Operational Definitions of Terms

Gross-Enrollment Ration (GER) is the proportion of total enrollment in primary education to the corresponding school age population.

Gender gap: difference between male and female pupils enrollment ratio in a given year.

Performance – the academic achievement of pupils in examination, homework, class attendance, and study times which are used as indicators correlating with performance.

Repetition – this is the situation in which pupils repeat or become unable to motivate to the next grade after completing one academic year in a grade.

Tutoring is a method of teaching in which one student (small group of students) received personalized and individualized instruction.

Tutor is the person doing the teaching.

General secondary school refers to the school which offers a post primary education program (grade 9 to 10)

1.8. Organization of the study

This study was organized into five chapters. The first chapter deals with introduction that consists of background of the study, statement the problem, objectives of the study, significance of the study, delimitation of the study, limitation of the study and definition of operational terms. Review of related literature is treated in the second chapter. The third chapter covers research

methodology which consists of research design, source of data, sample size, sampling techniques, data collection instruments, and data analysis. Interpretation and analysis of the data are treated in chapter four. Finally the summery, conclusion and recommendation are treated in chapter five.

CHAPTER TWO

Review of Related Literature

This section of the study deals with the review of literatures.

Accordingly, attempt has been made to review about gender concept, importance of female education, history of female education in Ethiopia, the various factors that affect the academic performance and strategies to improve female students academic performance and tutorial program.

The review includes both theoretical and empirical work of different authors.

2.1. Female Education

2.1.1 Gender Concept

Gender is an adjective which describes a range of social reactions and institutional forms which structure social reaction leading to particular form of action in school and as a consequence of school (Unterhalter 2007:3).

Unterhalter (2007:65) further explains that gender has been implicated in forms of exclusion and discrimination which have denied millions of children access to school, regular attendance, conditions to learn appropriately, or progress beyond a few years of instruction. Gender structures the political economy and social condition surrounding schools. The gender politics of power have particular consequences for children's well being and gender dynamics often mean the outcome of schooling are distributed unfairly. The exclusion of girls from school taken a number of forms that are different to those entailed in the exclusion of boys.

2.1.2 Important of Female Education

For one or the other gender related reasons which are aforementioned, the education system was not fair and equal as well as served for boys and girls. Majority of girls were excluded from schooling and benefits to the development society was neglected knowingly or unknowingly. But education female has many benefits some of the benefits are mentioned as follows.

World Bank (1995:110) in Uterhalter (2007:44) describes that mothers with more education provide better nutrition to their children, have healthier children, are less fertile and are more concerned that their children be educated.

With regard to the importance of education for females UNICEF cited in Obonyno (2005:15) stated that an educated female is likely to become:

- A more competent mother
- A knowledgeable mother
- A more productive and better paid worker
- An informed citizen
- A skilled decision maker and
- A self confident individual

There fore increasing equal access has been a major policy goal for developed countries in the past three or four decade (king and Hill, 2003:1). They further added that education is important not only it contribute economically, culturally and politically, it is also a right of every citizen

2.1.3 Female Education in Ethiopia

Historical Prospective

Ever since the introduction of Christianity, the church was the sole center of sophisticated and unique type of education to that takes as many as 30 years to compete (Ayalew,2000:6; Girma 1967 and Tesfay,1997:27).

In traditional Ethiopia, the Orthodox Church and the Mosque were the major center of education. However Girma (1967:1) and Tesfaye (1997:27) indicated that these religious instructions were exclusively dominated by men. Seyoum (1986:6) and Ayalew (2000:6) further indicated that the major purpose of church and Mosque education was mainly for promoting their religious doctrines.

Accordingly, especially church education was aimed at producing members of the clergy who could read and write and serve the church and the state. Like wise, the objective of the Koran school was to produce dedicated and faithful Moslems who would promote Islamic religion (Seyoum, 1986: 7).

Therefore, both institutions favored boys over girls and women were neglected of such education as the result. Even though the participation of women in traditional education had been negligible, the role played by these two centers of learning to the developed of nation cannot be under estimated (Seyoum, 1986:6). What were some of the possible reasons for females in Ethiopia to be deprived of their opportunity of their intellectual life in the traditional education for different reason?

For instance, Seyoum (1986: 8) identified three possible reasons as to why women have been left out of the traditional education. 1) The rigorous nature of church education, it took long time to complete it. 2) The concept and attitudes toward education of women, women exist to please men and from this idea comes that the attitude that women should be dependent on men for every things specially their identities, the social identities who them are. 3) Living one's own village in search of higher church, education, walking long distances and leading a life of begging and privation are hardship which was taught to be far too great to bear for women in traditional Ethiopia.

According to Teshome (1979:67), the year 1905 was the more significant stage in the history of education in Ethiopia.

This was the time in which secular state system of education began to be operated in the country.

In the year 1906, Emperor Minilik issued the first education proclamation. This Historic proclamation stated in Amharic that,

“በሌሎች ሀገሮች እያንዳንድ ነገር መማብቻ ሳይሆን አዲስነገሮችንም ይሰራሉ ። ስለዚህ ከዛሬ ጀምሮ ወደፊት ወንድ ልጅና ሴት ልጅ ሁሉ ከስድስት አመታቸው በኋላ ወደትምህርት ቤት እንዲገቡ ይሁን።
(ማህተመስላሴ ወልደ መስቀል፣ 1962:600).

This can be roughly translated in to English as follows:

“In other countries, not only do they learn even more they create new things. Hence, as of to day all six year old boys and girls should attends school”

(Mahetem Selase, 1962:600) Cited in Seyoum, (1986:8).

Long after proclamation, the establishment of empress Menen school for girls in 1931 open door for girls to participate in education. Then after this period, even though there were interruptions due to various cause, girls started participating in education.

Accordingly, the enrollment of girls at secondary level between the year 1949 to 1974.

Year	Total (M+F)	F%
1949	1,079	-
1952	1,714	6.4
1961	25,503	14.5
1974	190,922	27.9

Source in Seyoum (1986:11).

Moreover, scholars identified that the participation was characterized by regional disparity. The participation of women in tertiary level education was only high as 9 percent in 1974 (Seyoum 1986:11).

Around the end of military regime /1989/90/academic year, female students enrollment in primary, secondary and higher education in Ethiopia counted for 39%, 39%and 10% respectively (Genet, 1998:93).

Moreover, the Education Sector Development Program (ESDP III) was aimed to improve quality and efficiency by narrowing the gaps for boys and girls (MOE, 2006: 57).

In general, in spite of the efforts that have been made by the government females education is still lower than that of males in Ethiopia. Examining the very recent figures help to understand the situation of females education in Ethiopia.

In 2007/08 at primary level (1-8) the gross national enrollment was 95.6% and when disaggregated by gender it was 90.5% for girls and 105.5% for boys compared to 2006/08the figures shows an increase of 3.9% for both sexes. During 2007/08 the net enrollment was 80.7% for girls and 86.0% for boys. In

the same year the completion rate for boys and girls for grade 8 was 49.4%and 39.9% respectively.

When we consider secondary level (9-10) during 2007/08, 1,307,919 students were enrollment in secondary schools. Out of the total enrollment girls accounted 39.4 while boys are 60.6, the figure shows 17.5 % increase for both sexes(MOE 2005:8). The following table shows the enrollment rate and gross enrollment (GER) by gender from 2003/04 to 2007/08 at secondary level.

cycle year	Secondary cycle			GER %		
	ENROLLMENT					
	boys	girls	total	boys	girls	total
1996 E.C2003/04	443,779	242,197	658,976	28.2	15.9	22.1
1997 E.C2004/05	553,914	306,820	860,734	34.6	19.8	27.3
1998 E.C2005/06	678,716	387,707	1,066,423	41.6	24.5	33.2
1999 E.C2006/07	760,674	462,988	1,223,662	45.7	28.6	37.7
2000 E.C2007/08	793,228	514,691	1,307,919	44.4	29.6	37.1
Average annual growth rate	15.6	20.7	17.5			

In supporting the above idea, different studies Genet (1998:94 and Fentaw (2001:53) also revealed that girls under achieve than boys especially in science and mathematics.

Even though, the participation of girls increased from the year to year. Female students perform less than their counter parts and they repeat grades as compared to male students. According to the above data, their status of enrollment and academic achievement show that there is still far educational equality in the country.

2.2 Factors that Affect Female Students Academic Performance in Secondary Schools.

Writers see those factors that affect female education from different perspectives. According to Emebet (2003:13), factors affecting female education in general and their academic performance in particular include: economic constraints, family related and cultural barriers. In similar way, drawing from studies conducted by different researchers several factors are suggested as possible contributors to the poor performance of female education. Accordingly, Odaga and Henveld (1995:4) identified these factors as socio- economic, socio-cultural, school environment, political and institutional factors.

In this review, for the sake of convince factors affecting the academic performance of female students have dealt under sub heading of socio-culture, socio-economic and institutional factors

2.2.1 Socio-Economic Factors

Socio- economic background of the family affects the access to and participation of children in general and girls education in particular.

Direct Cost of Schooling.

In may deter parents from investing the basic materials required like school fees, books, uniforms, travel cost and others are some of direct cost of schooling (Jeroensmits, 2006:547). King (1990:16) added that location, distance and even clothing requirements can make the effective cost of school attendance higher for girls than boys.

Even when parents are aware of potential long range benefits of education they may be unable to afforded tuition, materials, and transportations, boarding fees and other cost of sending girls to school (Odaga and Heneveld (1995:15) and King 1990:16). In similar way; Anbesu etal (2005:15) having found out the same result, they stated that, the cost of educational materials features among the barriers to education for many poor parents. It is frequently quoted as the cause for school dropouts. Another problem is the purchase of uniform for girls is more expensive than for boys.

The effect of the direct cost of schooling has a far reaching impact especially in poor countries where poverty is a common phenomenon. For instance Hyde (1993) in Emebet (2000:14) indicated that because of economic crisis in sub Sahara Africa the disparity of males and females in the area of education is reflected in the form of low performance, high dropout and repetition rate for female.

High Opportunity Cost of Female Education

The cost of schooling besides the direct cost of school fee, books, uniforms, and traveling cost also opportunity cost of the children not being able to help at home, in the household, or at the family farm, or to earn some additional money with child labor (Basu, 1999, World Bank, 2002; and Admassie, 2003 in Jeroensmits, 2006:547).

As King (1990:12) indicated, the opportunity cost of educating females varies from country to country. Although in some country boys perform a larger share of family labor such as livestock herding, with few exception girls do more home and more market place than boys.

For instance, in Nepal and Java, most young girls spend at least a third more hours per day working at home and market place than boys of the same age. In Malaysia girls between 5-6 years do more home or market chores as much as per week than that of boys the same age. These clearly indicate that, girls do more than boys do, as the result girls less likely attend schools, more over they will be over worked which makes them to perform less and early dropout from the educational system. Chiefly this is true for those who live in rural areas or far from the nearest urban centers in pastoral areas (Ambesu et.al, 2005:15).

Lexoul (2003) in (Anbesu, et al 2005:15) notes that child labor is in high demand, both inside and outside the home, nation-wide whatever the diverse form of economic activity.

Furthermore, et. al (2005:15) contend that 49.03% of the child aged 5-14 are engaged in productive work outside the home and work on average 3 to 4 hours

per week. Two-third of these working children do not attend school and 92% remain unpaid. Moreover, Lexoiu (2003) in Anbesu et al, 2005:15) pointed out that girls can actually become 'commodities' in at least two ways. First, when land is short supply, girls change from being a form of labor, to being a form of capital, as men seek wives their land holding, under the current regulation. Second, one of the reasons for early marriage is the bride price that parents receive up on marrying of their daughters.

Parental Level of Education

Besides household income, also the occupational and educational levels of parents are expected to play a role.

Jereansmits (2006:548) has pointed out the level of parental schooling particularly that of mothers highly influence females schooling and their performance. He explained that parents who have reached a certain educational level can expected to want their children to reach at least the same level.

Hence, the higher educational level of the parents especially, education of mother lead to high participation level of their children. Mothers who have succeeded in completing a certain level of education have experienced the level of education and also know that it is with in the reach of girls complete that level. Akinkugbe (1994:127), also found out that illiterate parents tend to force daughters to marry than to be educated

Similarly, Craft (1970:115) stated that educated parents are more likely to be ambitious and expected their daughter to perform better academically than those who are less educated or not educated at all.

Genet (1989:44) also found out that among factors which affect female education, parent education has been identified as one of which have the highest effect.

Furthermore, Tesfaye (2001:95) contends that educated parents tend to realize the value of education than illiterate ones and one possible explanation for students low academic performance and high dropout is the effect that most of

those who perform lower are low from level of education or no education at all parents.

2.2. 2. Socio Cultural Factors

The barriers to girls education, those other than socio-cultural are relatively easy to overcome in principle at least. It is to a great extent a question of money building facilities and providing adequate materials. But reducing male female literacy disparities are harder to achieve, because there are bolstered by social and cultural norms and practices that are difficult to change (Dight, 1998:419).

Furthermore, Mishara (2005:178) contends that local beliefs, cultural practices and attitudes to gender roles, such as whether education improves or reduces girls' chance of marriage, can undoubtedly hold girls back from school.

Girls are withdrawn from schools when they reach puberty. This explained by parents fear of pregnancy outside marriage, school is unsafe, or that journey to school is perilous or too long, putting girl at risk of sexual assault or other form of violence (Mishara,2005:18 and Bendura,1999:123).

In line to this, MOE (2004:23) indicated that families tend to influence the upbringing of their daughters based on the actual values and religious norms. At an early age girls are taught to be quite, shy and most importantly obedient hence their ability to express themselves and interact actively with teachers and students make them isolated. Like wise, many female students face difficulties in adapting the environment they are learning in which at the end causes poor academic performance.

More over, MOE (2004:5) noted that different cultural factors influence females education (enrollment, persistence, and academic performance) in many ways. The Ministry added that females are encouraged to get married and establish families at a very early age. In fact early marriage and abduction are the major cultural problem hindering female education and their performance. More over, many females are responsible for house hold duties caring for younger siblings,

leaving little time for home work and studying. As the result their educational performance suffers.

According to Jeroensmis (2006:549) occupation of parents, similar process may play a role with the parents housing their human capital to increase their children's chance to get education. The author found out that mothers who are gainfully employed and hence contribute to the house hold in come have more in fluency on family decisions than women who are not employed. It seems likely that more independent women may be better able to create the possibility for their daughters to go to school. Further more, difference in educational participation of girls depends on whether their mothers are: (1) employed in farming, (2) house wives, (3) employed informal (non-formal economy), and with higher participation rate of girls with mothers employed in non farm occupation

Home School Distance

The need to travel long distance to school is particular barrier for girls, especially (but not only) where actual premium is placed on female seclusion. For reason of safety and security, most of the parents are reluctant let their daughters walk long distance to school (Mishara, 2005:187 and Lookhead, 1994:146).

Further more, Mishara (2005:187) Stated that distance can also add the total cost of sending child to school, and in that way can further the likelihood that girls will get the same chance as boys to attend school. Mishara added that, parents may feel that a school is unsafe, or that journey to school is perilous or too long, putting girls at risk of sexual assault or other form of violence. Too often their feelings are right on target.

In general, studies have shown that the school location is found to be a barrier and has a considerable impact on academic achievement of girls. All research results cited above confirmed that the distance to school is directly correlated with low academic achievement of girls at all education level.

Institutional factors

As Simmons and Alexander (1980:80) stated, institutional factors which have primary importance in policy decisions are: allocation of resource interims of teacher quality, student-teacher ratio, school size and accommodation materials, with regard to significance of the institution (learning environment) with in which females learns. MOE (2004:14) stated that the learning environment is determining factor for students performance and survival at any educational level. More over WAD of MOE (2004:145) listed the following critical elements which influence the environment of educational institution and females academic performance in particular.

- Teachers attitude to wards girls
- Existence of policies that protect the right of individuals including policies against all forms of harassment of female students and existence of mechanisms for implementing them
- Rulers and regulations that protect the safety and security of female students
- Rules and regulations that govern the teacher code of conduct
- The gender balance of teachers, leaders and the existence of female role models
- Level of awareness and sensitivity of staff about gender issue that affect girls education and
- Availability of support system for both boys and female student in the form of counseling etc
- Further more, with regard to the impact of institutional or school level factors on female education.

- Odaga and Henveld (1995:28) indicated that the school environment, teachers attitude and pedagogy, and gender bias in learning materials all affect the performance and attainment of female students

Unfavorable Learning, Environment

Problem of schools are apparent in the lack of classrooms, equipments, and learning materials. The presence of conducive classroom climate for learning, clearly understood goals, effective teachers, and leadership, good communication, active student environment, positive incentives and reward are some of the conditions for educational institution to be effective (Ogada and Hellveld, Reed and Bargeman, 1995, in Getachew 2004:24)

Studies by Henveld and Coragi (1996) in Jimenz and Pinzon (1996:7) summarized the common school factors that affect academic performance of students as:

- School supplies (textbook, teachers guidance and curriculum)
- Appropriate curriculum and relevant content to the students experience
- Learning methods, involvement of community and parents,
- Principal's leadership, commitment, level of education, and supervision and school decentralization.

The causes of an equal gender difference in education are many and varied, but interconnected. In point of fact, during many instances, they reinforce each other and they are relevant for low enrollment and poor academic performance. The typical feature of this problem is expressed in the form of dropouts and repeating grade. Overall, reducing the gender gap in education is not only matter on having more schools, or just brings girls to school. (Anbesu et al 2005:255).

Anbesu et al (2005:25) and Elzabith (1993: 123) agued that attempts should be made directly to identify and removing cultural, social, and economic barriers or challenges that impede girls education, enrollment, retention, performance and completion. It is therefore, necessary to take a broad -based centered action.

2.2.3. Strategies to Improve Female Students Academic Performance

Among school factors, quality of school is salient (Elzabith (1993:124). Weis (1981) in Elzabith (1993:124) indicates that in Kenya girls primarily entered school that had poor equipment, less qualified teachers and more limited curriculum, the result they are not advantageous.

Given financial constraints that most African governments face, extensively upgrading physical facilities provide more text books, and increase the number of qualified teachers may be difficult in the near future. Nevertheless, schools would make some change that could improve school quality without necessary in carrying substantial new cost by addressing what Dreeben and Barr (1998) call technological choices in the classroom. For example, lock head and Komenon (1998) show that teaching practices rather than teacher quality were productive of higher attainment in schools. The organization classroom time and the use of classroom materials can raise achievement level, independent of the ability of the students.

Ethiwani (1982) in Elzabith (1993:124) focusing outside the classroom strongly urges organizational changes in the education system to remove or weaken the disadvantages for girls.

Increasing the number of female teachers is often recommended as strategy for raising achievement as well as attainment among girls and women (Elzabith, 1993:124). Elzabith added that, unless female and male teachers are trained to be sensitive to gender equity, increasing the number of female teachers may not have the desired result. Similarly, Anbesu et al (2005:26) found out that female teachers and female students groups are serving as watchdogs. In supporting the above idea Elzabith 1993:125) pointed out that male teachers have a negative attitude towards the ability of girls, and even in some surprisingly prevalent among teachers. In a study indicated by, Wandimagegnehu and Tiku (1998) cited in Anbesu et al., (2005:26) reported that from

Ethiopia eighteen of the thirty one teachers interviewed felt that boys were better than girls in all academic subjects. Because this fact, Anbesu et al., (2005:26) confirmed that, female teachers are responsible for girls education, girls club, girls advisory committee; or female teacher club to help girls to stay in school and improve their performances.

Other literature found that success in education has come from simultaneous implementation of a number of interventions and strategies in an integrated “package deal” approach that address a combination of supply and demand factors. Therefore adoption of only one or two measures has not always been effective Abdulfatah (2006).

According to Abdulfatah (2006) some possible strategies and perspective for action were:

Sensitizing parents’ awareness that the benefits of educating the daughters can be large.

- The removal of fees and other cost barriers which keep poor children out of school.
- Reviewing and modifying of curriculum, both content and pedagogical aspects, to ensure that it is gender sensitive.
- Making school more acceptable for girls. E.g. fences for girls, special facilities. E.g. Toilet for girls.
- Strengthen the policy of re-admission of mother-girls in to the formal education system.
- Develop understanding among educational managers, planners and administrators of gender sensitive policies, targets and guidelines of educational development.
- The process of mobilizing the whole society to create favorable social and family environment for girls’ education
- Putting schools within reach of children and locating schools closer to children’s homes to promote and expand girls’ access to education;

- Offering flexible schedules that do not compromise quality of education given the many demands on girls' time
- The need to address the issue of under-nourished or sick students who are being learned in over crowded classrooms without access to basic learning materials.
- The need to address more failures that are fundamental to effective management, weak accountability mechanisms, rigid and irrelevant approaches to learning

Therefore, focusing on girls' educational achievements and career aspirations allows society to ensure women economic security, a better quality of life and more career choices. Similarly targeting more on equitable educational activities will not only improve the lives of the individual women, but will also develop the community as a whole.

In the same way, UNICEF, (2004) cited in MOE(2005:57) suggests: the establishment of feeder or satellite schools, girls hostels, school feeding programs, curriculum development and girls to girls tutoring as a strategy employed to improve girls enrollment, retention and learning achievement. Steps to promote gender equity including intervention that improves access educational facilities and programs for girls, which will minimize barrier to their education. Locally relevant measures are initiated to prevent social and cultural barriers to education of girls such as tutorial services, under taken at school level.

In schools and institutions different support mechanisms such as tutorial and purchase of uniforms have also been provided (WADA 2004:10).

2.3 Tutoring

2.3.1. Historical Development of Tutoring

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

Jenkins and Jenkins (1987:64) cited by Kalkowski (2001:3) write, tutorial Instruction (parents teaching their offspring how to make a fire and to hunt and

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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, 2001:3) 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 Topping(2000:6) 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.

Kalkowski (2001:1) date back the historical origin of tutoring to the time of human being existence and writes that; peer and cross age tutoring has been part of human existence since hunter gatherer times.

2.3.2. Definition of Tutoring

Tutoring is a method of instruction in which one student (or a small group of students) receives personalized and individualized instruction (Dunkin; 1987:243 and Husen, 2003:6481).

More over, tutoring is a component of numerous educational programs designed for the prevention of, or intervention with students at risk of educational failure. These programs are delivered by professional or Para professional teachers in the school (Educational Encyclopedia: School Tutoring, n.d). Elliot (2000:17) also defines tutoring program as a special instruction designed to help students catch up desired level of academic achievement. Elliot further suggest that, tutoring programs are common at all levels of schooling from preschool through colleges and Universities, and are typically involve re-teaching subject or redesigning lesson to make the instruction clearer or more personalized for individual students. Dunkin (1987:243) notes that tutoring is most often used to provide remedial or supplemental instruction to students who have difficulty learning by conventional methods or who have special needs that present from participating in a regular class instruction. And widely used as a teaching method for learners of all area and all levels of ability.

Scholars have long considered tutoring the most effective form of instruction. Numerous research studies provide evidence on the baseline of this conclusion. According to the 1998 News Week Survey, 42 percent of Americans strongly believe that children should receive tutoring outside of school hours. In addition to providing extra practice, tutoring appears to be successful because the intensive individualized attention allows the tutors to identify the student's level of expertise. Tutoring also is thought to be effective because of the social support and modeling inherent in the process (School Based Tutoring n.d). For example, school based tutoring program by certified teachers with special training is a component of success for all, a comprehensive program designed for at risk primary-school children. Studies have documented the effectiveness of the tutorial program. Tutoring is a very useful and practical method of helping students succeed. Good tutoring can make a child's experience of school, to maximize students learning time to increase students achievement, while ineffective tutoring can break it. De-motivation, demoralization and despondency are all possible outcomes that tutoring can help avoid (www.psinnovation.org).

2.3.3. Classification of tutoring

According to Topping (2000:6), every body can be tutor, every body can help some body with some thing. Topping added that, tutoring is widely used with learners of all age, regards of sex, race, economic background, etc... It is most often practiced used with learners in primary and secondary schools.

In addition, it is also practiced in higher education, adult education, and vocational education settings (Dunkin, 1987:243, and Husen, 2003:6482).

Tutoring can be classified as paid private instructor, a volunteer, school aide, a parent or guardians, professionals, peers, or computer, private corporations, non-profit corporation (Husen, 2003:6482, and Dunkin, 1987:243 and Educational Encyclopedia: School tutoring n.d).

According to Dunkin, (1987:244; and Husen, 2003:6483) there are at least three basic varieties of college tutoring. These are:

Course tutoring; –In this kind of tutoring tutor provides a tutee with additional assistance and explanation of material that is covered by the instructors or professor. In this method students provide with lesson or unit of instruction and progress through them at their own pace.

Emergency tutoring- this kind tutoring provides to students who need quickly help because an impending examination, anxiety, or personal crisis.

Structure tutoring; – In this case of tutoring, the tutors make use of computer structured materials and programmed learning.

Peer tutoring: Topping (1996:6) in Nancy, (2001:7) define peer tutoring as it involves people from similar social groups who are not professional teachers helping each other to learn and learning themselves by teaching Barely (2002 :56) also classified in to three sub categories

Volunteer tutoring; – Consists of tutors who are mostly non professionals and sometimes professionals who are giving their time for merely instinct rewards. These categories include volunteers who offer tutor stipends and they are, most of the time, retirees, college students and other civic minded adults.

Students tutoring; – Consists of tutors who different from peer tutors in that they are significantly older or otherwise advanced beyond the academic level of the tutees. Moreover, unlike the peer tutors those tutors are not expected to gain academically from the tutoring instruction.

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

From the above discussion, it would be possible to imply that every type of tutoring has its own merits and demerits.

Research findings indicate that, in tutoring process the following behavioral factors are observed compiled from scores of pre and post session record in variety of tutorial:

- ♦ Lack of physical contact
- ♦ Lack of eye contact
- ♦ Body stillness or rigidity
- ♦ Lack of pause or wait time
- ♦ Lack of topic interaction or questioning by child.
- ♦ Lack of smiling, laughing, jocks, Kidding or other evidence of enjoyment of activity (Helena and Hengameh, 2001:459).

2.3.4 Precondition and Principles of Tutoring

Precondition for Tutoring

As tried to discuss earlier, tutoring is very useful and practical methods of helping students succeed. However, every attempt at tutoring is not automatically effective, every where, to be effective, tutoring needs to be thoughtful, well structured and carefully monitored. So, tutorial practices in what every form need different conditions to be fulfilled for effective result. In line to this, Frant (1998:225), comprehend 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 attempt to find out how it is caused. On the basis of this diagnosis, he will not discharge you until he is satisfied that recovery is complete. In the same way, a teacher suspecting a pupil of educational injury should try to accomplish certain prerequisite before embarking any intervention of services.

Therefore, introducing tutorial program promotes students who are academically and or emotionally behind their peers without considering obstacles may be counter productive. The researcher suggests that, it is necessary to identify the most efficient and effective methods for instructing students who demonstrate clear behavioral, difficulties and academic deficits that impede their educational progress.

For instance, Frant (1998:218) describes the following very important tasks to be accomplished prior to tutoring.

- Identifying the extent and serving of students backwardness which means finding out if the student is backward in all his schooling or only in the limited aspects.
- Discovering the causes of the problem by investing 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 degrees of backwardness.
- Drawing up remedial /tutorial program/ and
- Return the child as soon as possible to normal education.

Therefore, for effective remedial strategy, a comprehensive evaluation should be conducted in attempt to identify both the student's strengths and deficits. This helps the tutors (teachers) to a understand students weakness and students and any intervention approach (Brooks, 2005:5). Brooks suggests that schools should have screening method and data to identify students for targeted intervention.

Regarding intervention Brooks (2007:8) concluded that as we engaged, in this task; we must realistic when we develop intervention. And students should receive those services that will be best met their educational and emotional needs for success in school. We must understand each student's unique learning profile before we propose treatment strategies.

Intervention Logistics

The most effective remedial strategy is to prevent student 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). state that different learners with academic difficulties requires effective instruction, approaches, and interventions to prevent further difficulties and to augment and support their academic development. When designing and instruction 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 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 it is participants will achieve; a safe and healthy environment; a supportive emotional climate, stable, well-trained personal, content and instructional that match the child's need and interests (The Wallace Foundation, 2005:1).

After investigating several research findings on tutoring, David (2003:37), confirmed that it is an effective strategy for addressing the needs 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 diagnosis and perspective instruction that is a natural product of tutoring.
- Individual of various ages and levels of education can be effective tutors once provide with appropriate training.
- Tutoring session needs to be evaluated on a continual basis to ensure the day today integrity of integration.
- Logistical concerns such as availability of materials have a significant effect on the success of tutoring program.

Furthermore, David (2003:2) states that for effective tutorial practice; before the start of instructional or intervention there needs to be an emphasis on:

- Student teacher personal data
- Setting of revised targets
- Reviewing school practice
- Consolidating evidence

From the above discussion, it would possible to imply that tutoring practice is not uniform everywhere, every attempt at tutoring are not automatically effective,

tutoring needs thoughtful ,well structured, and carefully monitored. Tutors must be clear how they can help.

Concerning access to material David (2003:) states that availability of material have a significant effect on the success of tutoring program. Due to this fact tutors and tutees access to material is considered to be one of the very important principle in the process of tutoring. The materials may be specific tutorial program or regular classroom material or materials publically available. Some times these materials are specifically made and produced by tutors. Access must be frequent, quick, and easy (Topping 2000:27).

Principle of Tutoring

It is tried to make clear, tutoring is very useful and practical method of helping students succeed. But there are some pitfalls that can undermine the potential learning experience in session. There are, different techniques used by both elementary and secondary education teachers to avoid such issues. There are also major differences, however to be considered principles for effective tutoring. Some general principles including the following

1. To being a successful tutors (teachers), understand your students and their motives for attending your class. Tutees (students) bring a life time experience with them, and sharing this experience making the content of the class practical and strengthen the contact your instruction. So that life- coping skills and motivation become part of learning process. Students tend to be highly motivated. They choose to come to class and are responsible for their education. If they are occasionally absent, this could be due to family obligation rather than lack of motivation.
2. Students come for tutoring must be treated as “dignified,” mature competent human beings. Their experience, their sense of self, their concepts, and their motives must be taken in to account to maximize the learning situation.
3. To being a successful tutor, understand cultural background of the students. Tutoring session may not make some one comfortable enough to participate equally in the class /interact with the tutor at first. Cultural background may

inhabit active participation, such as students who are used less intervention learning environments and trained teachers to treat teachers differently, or students may be naturally shy.

Topping (2000:7) points out four researches based General principle for effective tutoring.

1. The first principles of consistent time and regular time, target tutees real life goals, explore understanding and balance support and challenge.

Time –on- task is a major factor in effective learning. In line to this point, the following practical applicable question can be asked.

- How often you will meet tutees each week?
- How long is each session over?
- How much time can they give to work together?
- Over how many weeks? And where does it take place?

Don't start any thing you cannot keep up or finish. Regular meetings are needed to buildup a trusting and comfortable tutoring relationship.

1.1. Target tutees Real- life – goals.

The tutees motivation will be highest for their own real life goals. Tutees might think more of getting their written home work done correctly (So their teachers not agree with them than of really understand the subject. Tutors have to start with the tutees immediate concerns.

1.2. Explore understanding

Learning strategies are more important than memorizing subject content. Therefore, explore varied examples to make sure tutees can really use what they know in different contexts. This is where tutoring can be especially helpful.

1.3. Balance support and challenge. Under standing the process of how to find the right answer is the most important thing. So tutoring should be more than repeated drill and practice. So the tutors must challenge the tutee (in a gentle and helpful way), to help them loosen and then recognize and improve the quality of their thinking.

2. The second general principles are question and prompt.

2.1 Avoid lectures. Talking at people for long time is not an effective way and helping them to learn. The time you have allocated to tutoring must be spent tutoring if it is to have an effect. Therefore, don't give tutees long complicated explanation. Keep every thing short, to the point and in simple words are advisable. Maverogans and Galan(1979 :347) most successful tutorial program involves 20 to 60 minutes of tutoring several times each week.

2.2 Review- often it is helpful briefly review what you learned in your previous tutoring session.

2.3 Variety –A variety of tasks and ways of responding tasks helps prevent tutees and tutors from losing interest. So mix-up: easy and hard tasks, reading and writing are advisable.

2.4 Questions. Different kinds of questioning have different effect on learners. In doing so, don't ask for a fact or non word answer. Ask questions that are opened and encourage the tutee to talk, but don't make them too complicated. Ask questions that will make the tutees think and reveal their under standing (or misunderstands). Ask questions that make the tutees apply, analyze, classify, synthesize, justify, or evaluate what they are learning. Do not accept guesses.

2.5 Thinking time. Tutees must be allowed to understand questions or tasks, related them to their previous experience, advice relevant strategy.

2.6 For effective tutoring don't just tell the tutees the answer. Give them a small clue about how to work out the right answer.

3. The third General principles for effective tutoring check and correct errors.

3.1 Observe tutee performance closely. Errors are positive learning opportunity if they are recognized but, if not recognized, errors compound faulty learning. Tutors have more time to observe carefully for errors, but they might not be so good at actually recognizing them.

3.2 promote self –correction. Self correction is widely recognized as an important step to words developing meta-cognition (understanding how you learn) and self

managed learning. Accordingly, tutoring allows tutors to intervene in away that encourage self-corrections.

4. Discuss and prize are the four general principles for effective tutoring

4.1 Discuss. Discussion leads tutees to actively process information and develops deeper understanding, rather than just learning facts by rote.

4.2 praise is a powerful form of feedback especially if it comes from someone with whom the tutee has a good relationship. But tutors don't praise their tutees as much as they think they do. Most tutors also criticize their tutees more than they think do. Why praise for successful learning? Praise for success, self-correction, for increasing time span without error, for better effort even if still not quite right. Moreover, specifying the reason for it.

4.3 Summarize /Review. Reviewing the most important things at the end of tutorial session. This will help the tutees to remember. So ask the tutee/students to summarize or review the key or main points that have been learned.

2.3.5. Principles of Organizing Tutoring

It remains a common belief among various educators that success in many learning programs is determined in terms of how well learning is organized and managed. The fact that tutorial program is one form of learning; it should be effectively organized and managed. This would be leading factor for the tutorial program to be fruitful (Mavrogen and Galan, 1979:345). They also added that for tutorial program to be successful, it demands a high degree of organization and administration on the part of principals. Teachers are generally assumed to aid the development of and tutorial program in the educational institution to foster their interaction. Johnson (1977:136) notes that successful teachers' help students set their goals and guide them carefully through tasks and activities that will lead to interdependence competences.

Keenfe and Jenkins (1997:90-93) put that teachers should facilitate the practice of the student activities to bring about effective products. Teachers should guide a student in the performance of a task with goals of achieving competence closer

expert performance in the way that athletic dance and singing coach work with their students. Furthermore, every body in the school has their own role for the successful accomplishment of the objective and the tutorial program. Therefore, the organizers of tutoring program should pay a very serious attention to the process of recruit and mach partners, provide training and materials, and monitor and give feedback.

The practical applications of the principles of tutoring are:

1. Parental agreement considers where parental agreement needs to be give, before tutoring commence.

State clear goals, tutors and tutees should agree on what they are trying to achieve.

2. Specify tutoring method and provide access to materials. Many studies indicate various conditions which should exist in a successful tutoring program. Successful tutoring needs careful structure, systematic tutoring, and consistent support from school is emphasized (Melaragon. 1997, Harrison et al 1972) in Mavrogen and Galan, 1979: 346).

Diamond (1976) in Mavrogen and Galan (1979:347) suggest that lack of adequate structure and support may provide an explanation for tutoring project which failed to produce cognitive and/or affective gains.

3. Monitor, give feed back and intervention to maximize effectiveness. Tutoring can indeed be very effective, but that does not mean it is automatically effective every where. Be very careful and through in planning the tutoring and providing appropriate materials. Then (equally importantly) monitor the implementation of tutoring and give feedback and intervene where needed (Topping, 2000b in Topping 2000:27). Research findings show that supper vision is an essential factor in successful tutoring programs. Elliott (1973) in Mavrogen and Galan (1979:348) recommends that using non-teachers, parents, and others from community as supper visors, but all supervisors should be equipped with guides or manuals which explain the philosophy, materials and methods used in the program. Furthermore, the

authors added that, while the program is in progress, supper vision could be used to discuss new methods and materials and to solve specific problems.

Role and Relationship of Tutors

It is nearly impossible to create a contained definition of what it is that a tutor does. The role will vary from person to person and from school to school .The central essence of the role of the tutors, however, a subtle blend of facilitator and instructor, “parent” and “friend” is getting through her/his work. As a tutor you are concerned with the whole child (Topping 2000:9).

Tutoring (n.d) offers a break down of the various elements of a tutors’ job. These have been summarized bellow.

1. Inspire and Morale-booster

As times when you group needs inspiration and moral-boosting, your role is to draw the group together and recreate their sense of enthusiasm for each other for learning. Send them away with one positive thought or technique that helps them tackle any troubling emotion they are experiencing as a group.

2. Listener

Impartial listening is also a crucial part of the role of tutor. Students won’t always be problem solver. It is up to you to determine when you should intervene and take action and when you should simply listen. Allow tutees or the group as a whole fully to describe their emotions.

3. Counselor

All teachers use counseling skills whether they are qualified as Counselors or not. Always seek professional advice if you are faced with an issue that you don’t tell fully equipped to deal with.

4. Communicator

Assess the best methods for conveying necessary information, set standards for how people can communicate each other while in your room, keeping in mind the tone and atmosphere that you want to create.

5. problem solver

Aim to involve the whole group in any problem solving processes.

6. Administrator

Don't allow administrative duties to dominate your time with your tutor group. Leave space for relationship building and general chats too!

7. Nurturer

Be consistent in your treatment of your tutees and offer them proof that they are growing and developing, and that you are genuinely interested in them.

8. Enabler

Don't impose your opinions; help students make their own sense by drawing on the information available to them. Be proactive in your personal care.

9. Monitor of academic progress. Talk as a group about what they have learnt and how they can best achieve the learning outcomes they want. Encourage them to praise each other during tutor group time.

10. Monitor of social development

Encourage flexibility in your tutees. Talk to them about the impact they can have on their environment and vice-versa. Focus on difference and similarities and how compromises and middle ground can be reached.

11. Praise-giver

As well as passing on all snippets of praise that you hear about your group, be sure to tell other tutors when their students have been particularly well behaved, or have achieved success in your lesson.

12. Motivator

Show your support for them in sporting and extra-curricular events. If their demotivation ever gets to "heavy", lighten the tone when ever possible. Try to find success to celebrate in every thing they attempt.

From the above discussions, it would be possible to imply that role of tutors /teacher are crucial for successful learning of students .As such collaborative working environment, would be so motivated and hence may lower student anxiety and make the learning more likely .

All tutors should understand their own roles, as well as the purpose, nature and benefit of the program. The following “ten tips for tutors” could be used to guide a general discussion about tutors roles and relationship with tutees.

- Relax and be your self
- Be patients and pleasant
- Be punctual.
- Call your tutee by name.
- Always let the tutee know when he/she is right
- Use praise; do not scold or try to the boss for example, do not say “no!” that is “wrong!”
- When tutee’s responses are in-correct, tell or show him/her the correct response.
- The less work you do for you tutee, the better?
- Try to make the learning fun.
- Ask, if you have questions, don’t be afraid to say you don’t know (Weinstein et al., 1970, Hagen and Moeller, 1971, Niedermeyer and Eillis 1971, Erickson 1972 in Mavrogen and Galan 1979).

Similarly General principles for Effective tutoring point out ten tip for tutors as follows:

- Use simple language. There is difference between understanding topic, and teaching it.
- Paraphrase what the student says.
- Provide information that the student need, rather than what you know.
- Ask one question at a time.
- Use “wait time” This gives the student time to interpret your request and formulate a response. This takes time.
- Avoid asking “yes” and “no” questions. Open ended questions require reflection and linking of the knowledge to form a response.

- Ask a student to explain the steps that were needed to solve problems.
 - Check to see if you have been understood.
 - Avoid being condescending.
 - Refrain from commenting on how easy a problem or concept is
- (General principle for Tutoring: Effective Tutoring n.d).

Parental involvement in Tutoring

The role of parents in the life of their children, particularly in their education is decisive. Winebreber, (1996 :23) has pointed out research results that when parents are supportive of the school goals and communicate this support to their children, those kids have a much better chance of succeeding in school than kids whose parents are unsupportive and uninvolved.

Schools are accountable to maintain parents' right in their children education. Parents can have positive influence on their children's attainment and progress in school by the attitudes they display and support they give. Thus, more direct involvement of parents in their children's school activities can produce a range of gains (Robson and Smedley, 1996:61).

However getting families involved is not an easy task. Smith points out some of the hindrances for parents' involvement, saying that some family members want to be involved while others do not. Some are easy to get to know while others are difficult. Some want to know all that is going on with their child which others want to know very little. Finally, they suggest that good understanding of families and winning their willingness to play different roles in their children life and education is necessary (Smith et. Al. 1997:17).

Mercer (1997:113) suggests roles parents could take when they deal with their children. They could be like audience, home tutor, program supporter, co-learner, advocate, and decision maker. He further presented five major types of parental involvement, which could be facilitated by the school:

1. Parenting- In this type of involvement the school staff provide parents with suggestions and counseling on parenting and child rearing so that they can create and establish conducive home situations for their children which support learning. This will help parents to have increased self-confidence and knowledge of child development.
2. Communicating – the school communicates with parents by providing information about school programs and student progress to parents.
3. Volunteering- Recruiting parent help and support encourages parents to assist teachers, administrators, and pupils in the classroom as well as attend student performances, sporting events and training workshops. This will help parents to have an understanding of the teacher's job and school programs. They will be comfortable to interact with school staff. Their children also receive increased individual attention from their parents.
4. Learning at home – teachers should provide ideas on how to assist their children at home on their education. If parents are made to know the daily topics for discussion or regular home work schedules and pupils are required to discuss it at home, parents will encourage school work and interact with a child as a student at home. The student will be able to always complete homework and gain increased achievement in practices skills.
5. Representing other parents – Different forms of group can be established in school which involves parents. Leader parents in these groups can be recruited and trained to participate in groups like parent-school organizations, advisory councils or committees. This will give opportunity for parents to put their input into school policies that affect the student's education. The school staff also be aware of parental perspectives on policy development.

Practice of Tutoring Program

Tyler (2007:36) argues that institution which trains teacher educators needs to emphasize the practices of student activity programs outside the regular class hours. Tyler reasons out, teacher educators are assumed to be effective communicators, so that they can be holed the attenuation of their students and build up a good rapport with their students. Furthermore, institutions are also beloved to be organized where students succeed in the development of their personal and professional career by achieving competencies in creativity, innovation, communication, and the like. Because of such and other reasons, getting involved in activities outside the regular class is assumed to be the most rewarding aspect of student learning (Champan et. al, 2004:8) argue that the goal of tutorial program is to facilitate better communication, understanding, help learners master the required knowledge and skills.

Urban League After School Home Work and Tutorial Program (n.d) states that tutorial program improves academic skills, increase self-esteem, positive impact attitudes about learning and school, decrease interest in gangs and drugs, improve school attendance, provide personal encouragement and role models.

Movrogen and Galan (1979:345) also note that tutees improve not only self concept but also in behavior social acceptability, and increased in interest in school. A Meta analysis of findings from 65 independent evaluation of school tutoring programs showed that these programs have positive effects on academic performance and attitudes of those who received tutoring. Tutored students out performed control students on examination, and they also developed positive attitude to ward the subject matter they covered in the tutorial program. If the events are well organized and if the participants engaged actively, the result can be intellectually very stimulating. Indeed, it is designed primary to lead students to shaping their intellectual wits, develop their power of agreement and subjecting their view to the scrutiny of others (Johnson, 1989:160).

Derry and Potts (1998:65) also showed that tutors provide a “safety net” for students, keeping them from going off track by offering a frequent confirmatory feedback and keeping the student going on productive path

Lepper et al:(1990) Lepper and Chabay (1998) in Derry and Potts (1998: 319) argued that the major goal of tutoring is to keep student from becoming discouraged and from blaming themselves when problem solving difficulties are encountered.

Graesser et al. (1993) in Derry and Potts (1998:318) described that tutoring is successful because sessions are structured to allow students the opportunity to learn actively through their own questions. Moreover, they argued that students ask approximately 100 times more questions during tutoring than in class room. From the above discussion, it would be possible to imply that tutorial class provides as such a collaborative learning environment, would be so motivated and hence may lower student’s anxiety and make learning more likely. Leonard (1992) in Helena and Hengameh (2001:460) concluded that students who join tutorial program are usually motivated by the desire for self improvement and intrinsically motivate learners to take charge of their own learning.

Tutoring might be effective in different ways for different pairs compared to professional teaching it can give.

- ❖ More practice;
- ❖ More activity and variety;
- ❖ More individualized help;
- ❖ More questioning;
- ❖ Simpler vocabulary ;
- ❖ More modeling and demonstration;
- ❖ More local relevant examples;
- ❖ More prompting and self correction
- ❖ Higher disclosure of misunderstanding,
- ❖ More immediate feedback and praise ;
- ❖ More opportunities for generalization ,

❖ More in sight in to learning (Meta cognition) ; and

❖ More self regulation and owner ship of learning process.(Topping 2000:6)

In all of the above discussion, it is argued that tutoring help students to develop social skills and wider contacts develop communication skills (listening, explaining, questioning, summarizing and develop greater self- esteem).

CHAPTER THREE

Research Design and Methodology

3.1. Method of the Study

The aim of this research was to survey and explain the practice and challenges of school based tutorial programs held to female students in lower secondary level (grades 9-10).

To secure this information, descriptive survey research method was employed on the assumption that it could help to collect vast information from a large number of respondents as well as it being believed to be relevant to gather detailed descriptions of the current practice of female students tutorial program and to describe the prevailing factors that influence in practicing female students tutorial program at school level. In line to this the importance of this method was stated in Vandale (1978) that it creates opportunity to assess the prevailing conditions by using members to characterize individual or groups in the study.

3.2. Source of Data

In this study, the data was collected from both primary and secondary sources. Accordingly, the first hand information was collected from parents of tutorial participant students, female students, teachers, school principals, vice-principals and woreda education experts. The reason to consider these sources of data as the main source for the study was because of their long time involvement in the work of teaching learning activities and they were expected to understand things related to practice of female students tutorial program. The secondary sources of data for the study were documents available in the sample schools.

3.3. Sample and Sampling Techniques

The target population for the study encompassed female student (grade 9-10), parents of tutorial participant students, teachers, school administration (principals and vice-principals) and experts of woreda education in urban Kobo and rural Kobo Woredas, in North Wollo.

According to Vandale (1979:12) depending on the three situations: nature of the population, the type investigation and the degree of precisions at a minimum const. In light of this consideration and taking the significance of this study to account, the simple random sampling, available sampling and purposive sampling techniques were employed. Female students, tutorial participant female student parents and woreda education experts were selected by simple random sampling, because simple random sampling gives equal chance and probability to target population from which participants are selected Kothari (2007:2). School Administration (principals and vice-principals) and all teachers were selected by available sampling, because of their small numbers.

Kobo rural woreda and Kobo urban administration were selected by purposive sampling based on the researcher experience and familiarity with the area with the researcher believed in easing some of the difficulties usually encountered in the process of data gathering.

In Kobo rural-woreda, there are four general secondary schools. Two of them were selected by using simple random sampling. Where as in Kobo urban administration, there is only one general secondary school which was directly taken through available sampling. Therefore, the study dealt with a total of three selected general secondary schools in Kobo woredas; North Wollo.

According to the statistical data of the two woredas and the three selected general secondary schools, in 2002 E.C from grade 9 to 10, there were 2353 male and 1371 female students with total of 3362 students. Out of the total female students 205 (15%) female students from each sample school were selected. In the selected schools there were total of 66 teachers (60 males and 6 females). All the teachers were selected using available sampling to provide data.

In addition to this, 30 parents of tutorial participant female students (5 parents, either mother or father from each school and grade levels) were treated.

About 20 teachers (30 % from each school) were selected using simple random sampling for observation.

Furthermore, 3 principals and 3 vice-principals (one from each sample school) were selected for an interview using available sampling. In addition 6 woreda education experts [3 from each woreda] were selected using simple random sampling for an interview.

Table 1: Summary of Sample of Respondents

No.	Characteristics		Sample schools							
			Kobo		Robit		Gobyе		Total	
			Total No.	Sample No	Total No.	Sampl e No	Tota l No.	Sampl e No	Total No.	Samp le No
1	Female students	Grade 9	761	114	169	25	79	12	1371	205
		Grade 10	106	16	195	29	61	9		
2	Teachers	Male	39	39	12	12	9	9	66	66
		Female	1	1	4	4	1	1		
	Parents	From grade9		5		5		5		30
		From grade10		5		5		5		
	Principals	Male	1	1	1	1	1	1	3	3
		Female								
	Vice principals	Male	1	1	1	1	1	1	3	3
		Female								
	Woreda education experts	From Kobo rural Woreda							13	3
		From Kobo urban administration							9	3

3.4 Instruments for data collection

A questionnaire, observation checklist, structured interview and document analysis were the instruments employed for collecting data pertinent to the objective of the study.

Different set of questionnaires were employed for students, parents of tutorial participant female students and woreda education experts. The questionnaires included both open ended and closed-ended items.

Female Students Questionnaire

Female students questionnaire was administered to gather information from tutorial participant female students. Accordingly the questionnaire which

consisted of 22 questions was distributed among 205 female students in three sample schools of Kobo Woredas. Questions mainly focused on female students attitude towards female students tutorial program tutorial program, the teaching learning process in the tutorial class, teachers attitude towards female students tutorial program, physical facilities and inter personal relationship as well as the challenges encountered in practicing female students' tutorial program at school level.

Teachers Questionnaire

Teachers Questionnaire consisted of 23 questions related to physical facilities, kind of support they got from parents and school administration in their effort of supporting female students, teachers attitude towards female students tutorial program performance of female students being tutored and challenges of female students tutorial program.

Parents Questionnaire

To secure data from female students parents the parents questionnaire consisted of 11 questions that focused on parents orientation to female students tutorial program, performance of female students being tutored and parent-school relationship.

Interview

An interview provides in depth information because certain type of confidential information can be obtained which an individual might be reluctant to put into writing. For the purpose of this study structured interview was employed with woreda education experts, principals and vice-principals.

According to Kothari (2007:98), structure interview is more economical and provides a safe base for generalization. Interview that was held with teachers consisted of items which focused on their attitude towards female students tutorial program, support given from school administration, and problems encountered in practicing tutorial program. On the other hand interview that was held with principals and vice-principals focused on support given from woreda

education office, evaluation and follow up mechanisms, and problems encountered in practicing tutorial program.

Observation

Observation checklist was used to secure data about teaching method of teachers, students activities, class size, class room organization and female students-teachers interaction in the female students tutorial classroom. The researcher observed 20 teachers subject wise randomly twice in the same class for each teachers on different days.

Document Analysis

In addition to questionnaire, observation and interview, documents such as: tutorial program formats, test papers, mark list, and other tutorial program related documents were analyzed.

3.5 Procedures of Data Collection

Questionnaires to students and parents of tutorial participant female students were initially prepared in English and then were translated in to Amharic language to alleviate any unnecessary complication in responding the items.

During the translation of the questionnaires for students and parents of tutorial participant female students to Amharic language, Amharic teachers from the selected general secondary schools were consulted so as to check the grammatical clarity of the items. Assistant reader was assigned for female student parents who were selected and could not read and write.

Subsequently pilot testing of the questionnaires was conducted in Kalim general secondary school (10 female students, 5 teachers, one school principal and one vice-principal). Whereas the observation check list and interview guideline were showed for 3 second year post graduate students of curriculum and instruction to check their consistency with the basic questions of the research.

Latter on based on critical comments from the research advisor and pilot test participants, some vague items were revised. Then, the finalized questionnaires, observation check list and interview were administered to the selected teachers, students, parents of tutorial participant female students, principals, vice-principals and woreda education experts

Final the questionnaires were administrated in face to face situation in order to avoid refusals and to clarify points if additional explanations regarding how to respond were required.

3.6 Method of Data Analysis

The data that was collected from respondents of the sample schools through questionnaires was tallied, tabulated, analyzed and interpreted. In analyzing and interpreting the data percentage was employed. All the information gathered through interview, observation and document analysis was used as supplementary information during analysis of data that was gathered through questionnaires.

CHAPTER FOUR

4.1. Presentation and Analysis of Data

This part of the research deals with presentation and analysis of data gathered from female students, teachers, principals of general secondary school and parents of female student and woreda education experts through questionnaire, structured interview and observation.

Accordingly, 301 copies of questionnaire were distributed to female students, teachers, and school principals. Of these, 205 copies were administered to female students, 66 copies of questionnaires were administered to teachers and 30 copies were administered to female student parents.

Out of the total distributed questionnaire, 198 copies of the questionnaire were returned from female students, 61 copies from teachers and all the 30 copies from female student parents were returned. In general, out of 301 copies of the questionnaires distributed to respondents 289 copies of the questionnaires were returned. 5 questionnaire from teachers and 7 questionnaire female students were not returned.

Interview responses of principals and woreda education experts were used as additional inputs to substantiate data gathered from female students, teachers and parents of the sample schools through questionnaire. Documents of the sample schools were also used to obtain secondary data.

Finally, most of the data gathered were analyzed by using table followed by discussion.

4.2. Background Information of Respondents

Table 2: Female Students by Grade Level and Age

Grade	Age				
	Below 15 years	15-16 years	17-18 years	Above18	Total
9	10	80	41	13	144
10	0	27	17	10	54
Total	10(5.1%)	107(54.0%)	58(29, 3%)	23(11.6%)	198

Table 2 indicates that 144 (72.7%) and 54 (27.3%) of female student respondents were from grade 9 and 10 respectively. The table also depicts that 10 (5.1%) female respondents were under the official school age of general secondary school and 107(54.0%) of female respondents were at the official school age of general secondary school. 58 (29.3%) of female respondents were over age range from 17-18 years. And 23 (11.6%) of them reported that they were older than 18 years.

Table 3: Teachers, Female Student Parents and Female Students by Sex, Age, Marital Status, Educational Level, Experience and Occupation.

No	Variables	Category	Respondents					
			Teacher		Student		Parents	
			No	%	No	%	No	%
1	sex	Male	56	91.8	0	0	12	40
		Female	5	8.2	198	100	18	60
		Total	61	100	198	100	30	100
2	Age	Below25 years	8	13.1	-	-	0	0
		25-30years	26	42.6	-	-	0	0
		31-35 years	17	27.9	-	-	7	23.3
		36-40 years	4	6.6	--	-	11	36.7
		Above40 years	6	9.8	--	-	12	40
		Total	61	100	-	-	30	100
3	Marital status	Married	-	-	9	4.5	21	70
		Single	-	--	189	95.5	0	0
		divorced	-	-	0	0	9	30
		Total	-	-	198	100	30	100
4	Educational level	Illiterate	-	-	-	-	5	16.7
		Able to read and write	-	-	-	-	7	23.3
		Primary	-	-	-	-	9	30
		Secondary	-	-	-	-	2	6.7
		College certificate	-	-	-	-	4	13.3
		Diploma	12	19.7	-	-	3	10
		BA/BSC	49	80.3	-	-	0	0
		MA/MSC	0	0	-	-	0	0
Total	61	100	-	-	30	100		
5	Experience	Below years	11	18.0	-	-	-	-
		5-10 years	28	45.9	-	-	-	-
		11-15 years	12	19.8	-	-	-	-
		16-20 years	6	9.8	-	-	-	-
		Above years	4	6.5	-	-	-	-
		Total	61	100	-	-	-	-
6	Occupation	Farmer	-	-	-	-	5	16.7
		Trader	-	-	-	-	2	6.7
		Governmental employee	-	-	-	-	7	23.3
		House wife	-	-	-	-	12	40
		weaver	-	--	-	-	4	13.3
		Total	-	-	-	-	30	100

As it is depicted in table 3 item 1, 56(91.8%) of the teachers, and 12 (40%) of parents were males. Similarly 5(8.2%) of teachers and 18(60%) of the parents

were females. The analysis shows that there were very few female teachers who can serve as role models to female students in the sample schools.

Regarding age, table 3 item 2 shows that 8(13.1%) of teachers aged below 25 years. However, 26(42.6%), 17(27.9%), 4(6.6) and 6(9.8%) of teachers aged from 25-30 years, 31-35 years, 36-40 , and above 40 years respectively. It could be taken that the teachers are matured and are believed to give the necessary and relevant information for the study.

The analysis in table 3 item 2 shows that 7(23.3%), 11(26.7%)and 12(40%) of parents were aged from 31-35 years, 36-40 years and above 40 years respectively. Regarding marital status of female students as shown in the table 3 item 3, the majority 189(95.5%) of female students were unmarried. From this data one can conclude that marriage cannot be a particular problem for female students to attend tutorial program regularly.

The data in table 3 item 3 also indicates that majority 21(70%) of female student parents were married and 9 (30%) of them were divorced.

Teachers' qualification and experience were included in the back ground to see if the teachers are qualified and experienced. The data in table 3 item 4 shows that 49 (80.3%) of teachers had first degree. On the other hand 12(19.7%) of teachers were diploma holders.

Table 3 item 4 also shows that majority 25 (83.33%) of the parents were literate, ranging from able to read and write to college diploma. Only 5(16.66) parents were illiterate.

Regarding work experience, table 3 item 5 shows that 11(18.0%) of the teachers served below 5 years and 28 (45.9%), 12(19.8%), 6(9.8%) and 4(6.5%) of teachers served from 5-10 years, 11-15 years, 16-20 years and 20 years above. This implies that the schools have qualified teachers.

As table 2 item 6 indicates the occupation 13(43.33%) of female student parents were predominantly house wives. According to this table, 5(16.66%), 3(3.33%)

and 4(13.33%) were farmers, traders and weavers respectively. Furthermore, 7(23.33%) of female student parent respondents were government employees. As studies in the review of literature indicated that the enrollment and academic achievement of female students was mainly determined by educational level of the female student parents (i.e. either father or mother). Similarly occupation of parents has the most influence on educational aspiration of female students in both urban and rural areas.

4.3. Support Mechanisms Teachers Use

Table 4: Teacher support Mechanisms to Female Students Improve Female Students Academic Achievements.

No	Items	Response s	Students								Teachers							
			Kobo		Robit		Gobye		Total		Kobo		Robit		Gobye		Total	
			No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
1	Do teachers use any mechanism to improve female students academic achievement?	Yes	118	93.7	47	92.2	19	90.5	184	92.9	35	100	16	100	10	100	61	100
		No	8	6.3	4	7.8	2	9.5	14	7.1	0	0	0	0	0	0	0	0
2	If your answer for item one is 'Yes' what are the mechanisms?	Giving tutorial	93	48.7	44	36.7	21	35	150	40.3	31	31.3	13	26.5	9	26.5	53	29.1
		Giving them reference material	8	4.2	7	5.8	3	5	20	5.4	11	11.1	8	16.3	4	11.8	23	12.7
		Giving counseling service	24	12.6	6	5	6	10	37	9.9	17	17.2	10	20.4	6	17.8	33	18.1
		Making them read in the library	47	24.6	21	17.5	12	20	84	22.6	21	21.2	7	14.3	7	20.6	35	19.2
		Making them have to have peer tutoring	11	5.7	39	32.5	16	26.7	67	18.0	19	19.2	11	22.5	8	23.5	38	20.9
		They do not do anything	8	4.2	3	2.5	2	3.3	14	3.8	0	0	0	0	0	0	0	0

Table 4 was organized with the intention of finding out the existence of any mechanisms to help female students to improve their academic achievement. 61 (100%) of teachers, 184(92.9%) of female students said 'Yes' and 14(7.1%) of female students responded 'No'.

Regarding the types of mechanisms, table 4 item 2, depicts that 31(31.3%), 13(26.5%), 9(26.5%) of teachers and 93(48.7%), 44(36.7%) and 21(35%) students from Kobo, Robit and Goby general secondary schools respectively confirmed that teachers used tutorial program as a first mechanism to support female students. 11(22.5%) and 8(23.5%) of teachers, 39(32.5%) and 16(27.7%) of female students from Robit and Goby general secondary school respectively responded that teachers used to make female students to have peer tutoring as second mechanism. But 21(21.2%) of teachers and 47(24.6%) of female students of Kobo general secondary school responded that teachers used to make female students read in the library as second mechanism.

In general the analysis shows that 53(29.1%) of teachers and 158(42.6%) of female students replied that teachers used tutorial program as a first mechanism to support female students. This fact was confirmed by principals and woreda education expert interviewees.

However 23(12.7%) of teachers and 20 (5.4%) of female students responded that teachers used to give reference material as well as 33(18.1%) of teachers and 37(9.9%) of female students replied that teachers used counseling service as the last mechanisms. This means providing reference material and counseling service were less practiced.

The data from table 4 item 2 lastly shows that 14(3.8%) female students reported that teachers did not use any mechanism to support female students in the sample schools.

Therefore, tutoring was the most commonly practiced activities to improve female students academic achievement.

Table 5: Assistance of Woreda Education Office, School Administration, Parent Teacher Association and Female Student Parents to Teachers.

No	Items	Frequency	Teacher respondents							
			Kobo		Robit		Gobye		Total	
			No	%	No	%	No	%	No	%
1	How do you evaluate the cooperation you get in your effort of providing academic support to female students?									
1.1	From woreda education office?	Satisfactory	2	5.7	3	18.7	2	20	7	11.5
		Un satisfactory	28	80	9	56.3	6	60	43	70.5
		None	5	14.3	4	25	2	20	11	18
1.2	From school principal?	Satisfactory	26	74.3	9	56.2	6	60	41	67.2
		Unsatisfactory	6	17.1	4	25.0	2	20	12	19.7
		None	3	8.6	3	18.8	2	20	8	13.1
1.3	From female student parents?	Satisfactory	10	28.6	2	12.5	3	30	15	24.6
		Unsatisfactory	17	48.6	13	81.3	4	40	34	55.7
		None	8	22.8	1	6.2	3	30	12	19.7
1.4	From parent teacher association?	Satisfactory	6	17.1	2	12.5	1	10	9	14.8
		Unsatisfactory	24	68.6	12	75	6	60	41	67.2
		None	5	14.3	2	12.5	3	30	11	18
1.5	From school guards?	Satisfactory	24	68.6	12	75	7	70	43	70.5
		Unsatisfactory	11	31.4	4	25	3	30	18	29.5
		None	0	0	0	0	0	0	0	0
1.6	From male students?	Satisfactory	26	74.3	16	100	8	80	50	82
		Unsatisfactory	9	25.7	0	0	2	20	11	18
		None	0	0	0		0	0	0	0

Teachers were asked to rate the overall assistance they got from woreda education office, school administration and female student parents in their effort to provide tutorial program to female students.

The assistance from woreda education office is rated as satisfactory only by 7 [11.5%] of teachers. 43[70.5%] of teachers said it is low and 11[18%] of them said there is no assistance from woreda education office.

Table 5 item 1.2, indicates that 41(67.2%) of teachers reported that they got satisfactory support from principals. 12(19.7%) of teachers claimed that the

support was low and 8(13.1%) of teachers responded that there was no assistance from school principals.

The analysis shows that teachers got satisfactory assistance from school principals.

Regarding female student parents support to teachers item 1.3 shows that 34(55.7%), 15 (24.6 %) and 12/19.7%) of teachers responded that the support from female student parents was unsatisfactory, satisfactory and no assistance respectively. In addition interview held with school principals confirmed that there was no as such significant support from the side of female student parents. It is clear that female student parents did not support teachers in their effort to support for female students in the tutorial program.

Item 1.4 shows that 41(68.8%), 11(18%) and 9(14.8%) of teachers responded that the cooperation from parent teacher association to teachers in the tutorial program was unsatisfactory, none and satisfactory respectively.

Regarding school guards cooperation, 43(70.5%) and 18(29.5%) of teachers replied that the cooperation from school guards was satisfactory and unsatisfactory respectively.

In item 1.6, 50(82%) and 11(18%) of teacher replied that male students cooperation to teachers was satisfactory and unsatisfactory respectively. It can be said that school guards and male students were cooperative to teachers in supporting female students tutorial program in the sample schools.

The overall supports teachers got in their effort to help female students got unsatisfactory support from Woreda Education office, parent teacher association and female student parents. This could hinder the effort of the teachers in providing the required support to their pupils (female students). According to Maverogan and Galan (1979:344) various conditions which should exist in a successful tutoring program consistent support are emphasized. Therefore, cooperation between teachers and the rest of school communities is decisive for

the fulfillment of the objective of the tutorial program. Without this cooperation the vision of the program will not be materialized.

4.3 School Cooperation to Facilitate Female Students Tutorial

Table 6: School Cooperation to Facilitate Female Students Tutorial Program

No	Items	Response	Teachers								Students							
			Kobo		Robit		Goby		Total		Kobo		Robit		Goby		Total	
			No	%	No	%	No	%	No	%	No	%	No	%	No	%		
1	Does the school facilitate female students tutorial program?	Yes	21	60	12	75	7	70	40	65.6	89	70.6	45	88.2	16	76.2	150	75.8
		No	14	40	4	25	3	30	21	34.4	37	29.4	6	11.8	5	23.8	48	24.2
2	If your answer for item one is 'No,' what are the reasons?	Lack of awareness of principals	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Lack of finance	8	38.1	2	40	1	25	11	36.7	17	34	4	40	2	33.3	23	34.8
		Lack of free classrooms	13	61.9	3	60	3	75	19	63.3	33	66	6	60	4	66.7	43	65.2

Table 6, 40(65.6%) of the teachers and 150(75.8%) of female students said 'Yes'. Whereas 21(34.4%) teachers and 48 (24.2%) of students said 'No'.

Table 6 evidenced that schools were cooperative in facilitating female students tutorial program.

Regarding the reason for the absence of cooperation, table 6 item 2 shows that 33 (66%), 6(50%) and 4(60%) of female students and 13 (61.9%),3 (60%) and 3 (75%) of teachers from Kobo, Robit and Goby respectively responded that lack of free classroom was the main reason for the absence of school cooperation in facilitating female students tutorial program. 17 (34%),4 (40%),2 (33.3%) of female students and 8(38.2%),2 (40%)and 1 (25%)of teachers from Kobo, Robit and Goby respectively responded that lack of finance was the second reason for the absence of schools cooperation in facilitating female students tutorial program.

In general, 43 (51.8%) of female student and 19 (63.3%) of teacher respondents responded that lack of classroom was the major reason for the absence of schools

cooperation in facilitating female students tutorial program. availability classroom is deterring factor for successful tutorial program. In line to this Anderson (2005) forwarded that providing tutorial in the school building where students follow their regular class is a means to increase female students attendance in female students tutorial program. In the interview school principals explained that due to shortage of free class rooms teachers use laboratory rooms for female students tutorial program. 4 classrooms were observed during tutorial classroom observation and they are not appropriate to teaching learning process.

4.5. Arrangement of Female Students Tutorial Program

Table 7: Teachers and Students Response on the Frequency of Arrangement Female Students Tutorial Programs Perweek.

No	Responses	students								Teachers							
		Kobo		Robit		Gobyе		Total		Kobo		Robit		Gobyе		Total	
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
1	One day in a week	118	93.7	48	94.1	21	100	187	94.4	35	100	16	100	10	100	61	100
	Two days in a week	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Three days in a week	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	The whole week	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	None	8	6.3	3	5.9	0	0	11	5.6	0	0	0	0	0	0	0	0

As it is indicated in table 7 teachers and female students were asked to indicate the frequency of tutorial class arrangement per week. Accordingly, 187 [94.4%] of female students and all teachers in the sample school responded that teachers arranged tutorial class for female students one day per week.

Interview made for school principals confirmed this fact. In addition interviewees, responded that tutorial program for female students arranged in opposite shifts. Topping [200:6] pointed out that consistence and regular meeting are needed to

build a trusting and comfortable tutoring relationship. But, 51 [15.9%] of female students in table 8 indicates that teachers are frequently absent to female students tutorial class. This intern affects female students to build a trusting and smooth relationship with their teachers. It is also the cause for female students absenteeism from female students tutorial class.

Table 8: Duration of Female Students Tutorial Class Regarding its Duration in Session.

No	Items	Responses	Students								Teachers								
			Kobo		Robit		Goby		Total		Kobo		Robit		Goby		Total		
			No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	
1	How much time female student's tutorial session takes?	45 minutes																	
		An hour	122	96.8	49	96.1	21	100	192	97	35	100	16	100	10	100	61	100	
		An hour and half	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Two hours	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		More two hours	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		None																	

Table 8 indicates that 122 (96.8%), 49 (96.1%) and all female students and all teachers from Kobo, Robit and Goby general secondary school respectively responded that female students tutorial class took one hour in a session. the rest 6 (3%) of female students did not give their response at all. According to Maverogan and Galan(1979 :347) most successful tutorial program involves 20 to 60 minutes of tutoring several times each week. In line to this Topping (2000:8) describes that talking at people fore along time is not an effective way of helping

them to learn. The time you have allocated to tutoring must be spent tutoring if it is to have an effect.

Table 9: Number of Months Allotted in the Academic Year to Female Students Tutorial Program

No	Items	Responses	Students								Teachers							
			Kobo		Robit		Goby		Total		Kobo		Robit		Goby		Total	
			No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
1	For how many months is the female students tutorial program given?	For 1/4 th of the academic year	41	32.5	8	15.7	4	19	53	26.8	9	25.7	2	12.5	2	20	13	21.3
		For 2/4 th of the academic year	64	50.8	26	51	12	57.1	102	51.5	18	51.4	8	50	4	40	30	49.2
		For 3/4 th of the academic year	9	7.1	5	9.8	3	14.3	17	8.6	3	8.6	4	25	2	20	9	14.8
		For the whole academic year	5	4	9	17.6	1	4.8	15	7.6	2	5.7	2	12.5	2	20	6	9.8
		None	7	5.6	3	5.9	1	4.8	11	5.5	3	8.6	0	0	0	0	3	4.9

Teachers and female students were asked to indicate their responses about the number of months fixed to female students tutorial class in a year.

Accordingly, 119 (94.4%) female students and all teachers in Kobo general secondary school responded that tutorial service was given for female students for 2/4th of the academic year i. e. two months and 15 days in a semester or five months in a year. While 47 (92.2%) and 20 (95.2%) of female students and 61(100%) of teachers reported that tutorial service for female students was given for the whole academic year. The rest 12 (6.1%) of students did not give their response at all.

The interview result secured from school principles and woreda education experts shows that schools did not have guide line for female students tutorial program. Since Gobyе and Robit general secondary schools found in the same woreda they follow similar situation. The finding shows that there is variation in practicing female students tutorial program from woreda to woreda. Hence guide line is essential to monitor the effectiveness of female students school based tutorial program and to direct schools in practicing female students school based tutorial program.

Table 10 : Female Students Tutorial Attendance

No	Items	Responses	Students								Teachers							
			Kobo		Robit		Gobyе		Total		Kobo		Robit		Gobyе		Total	
			N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1	Do female students attend tutorial class regularly ?	Yes	61	48.4	14	27.5	4	19.1	79	39.9	12	34.3	6	37.5	3	30	21	34.4
		No	65	51.6	37	72.5	17	80.9	119	60.1	23	65.7	10	62.5	7	70	40	65.6
2	If your answer for item one is 'No' what are the reasons?	Unwillingness of female student parents	39	16.5	11	18.6	5	20.8	55	17.2	13	30.2	5	21.7	3	16.7	21	26.3
		Tutorial session is boring	10	4.2	2	3.4	3	12.5	15	4.7	0	0	0	0	0	0	0	0
		Teachers are frequently absent	43	18.1	5	8.5	3	12.5	51	15.9	3	7	2	8.7	2	11.1	7	8.7
		Lack of continuity of tutorial program	37	15.6	8	13.6	2	8.3	47	14.7	6	14	3	13	3	16.7	12	15
		In appropriate time of tutorial session	54	22.8	13	22	5	20.8	72	22.5	10	23.3	4	17.4	3	16.7	17	21.2
		Distance school from home	25	10.5	14	23.7	1	4.2	40	12.5	5	11.6	6	21.6	4	22.2	15	18.8
		Low motivation of female students	21	8.9	4	16.7	4	16.7	29	9.1	4	17.4	2	8.7	2	11.1	8	10
		No tutorial program at all	8	3.4	2	3.4	1	4.2	11	3.4	0	0	0	0	0	0	0	0

Table 10 item 1 evidenced that 65 (51.6%), 37 (32.5%), and 17 (80.9%) of female students and 23 (65.7%), 10 (26.5%), and 7 (70%) of teachers from Kobo, Robit and Goby respectively responded that female students did not attend tutorial class regularly. While 79(39.9%) of female students and 21(34.4%) of teachers reported that female students attended tutorial class regularly.

Regarding the reason for absenteeism, table 8 item 2 shows that 72 (22.5%) of female students were not going to tutorial class regularly because of inappropriate time of tutorial session. But 21(26.3%) of teachers indicated that the reason for the absence of regular attendance of female students was unwillingness of female student parents to send them to female students tutorial class. The interview held with school principals confirmed the response of teachers.

Moreover, 55(17.2%), 51(15.9%), 47(14.7%), 40(12.5%), 29(9.1%) and 15(4.7%) of female students reported that unwillingness of their parents, frequent absence of teachers, lack of continuity of tutorial class, distance of the school from home, low motivation of female students and boringness of tutorial session respectively were the reasons next to inappropriate time of tutorial session for female students not to attending tutorial class regularly. 17 (21.2%), 15(18.8%), 12 (15), 8(10%) and 7 (8.7%) of teacher respondents also indicates that inappropriate time of tutorial session, distance of school from home, lack of continuity of tutorial class, low motivation of female students and frequent absence of teachers from tutorial class respectively were the reasons next to unwillingness of female student parents for teachers why female students did not attend female students tutorial class.

The analysis shows that unwillingness of female student parents was the main reason for absenteeism of female students in the tutorial class. The data in table 11 and 12 evidenced that there is poor school parent relationship. Due to this reason female student parents may be reluctant to send their daughters to female students tutorial program. This intern affects attendance or participation of

female students in the tutorial class and the effectiveness of female students tutorial program. According to Mavrogen and Galan (1979:345), regular attendance is an essential activity of teaching learning process and it is the key for good academic performance. In contrary irregular attendance limit the learning process and reduce the ability to good education. The more children miss school, the less they learn, the lower their grades and the grater their possibility that they will be failed. Therefore, there is a need to increase female students attendance. Anderson (2005 forwarded different measures to taken to increase students attendance in the tutorial program, for example, providing the services in the school building where students follow their regular class or providing after regular class ended rather than on Saturday and Sunday. In this regard the interviewee from Goye and Robit general secondary schools, they provide educational material to those who attend regularly. But the problem is remain persist.

4.6. School Parent Communication ✓

Table 11: Teachers and Female Students Responses on School Communication with Female student Parents Regarding the Academic Achievement of Female Students.

No	Responses	Students								Teachers							
		Kobo		Robit		Gobye		Total		Kobo		Robit		Gobye		Total	
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
1	Once in two months	10	7.9	7	13.7	3	14.3	20	10.1	7	20	4	25	1	10	12	19.7
	Once in a month																
	Once in three months	37	29.4	12	23.5	6	28.6	55	27.8	9	25.7	4	25	3	30	16	26.2
	once in a semester	64	50.8	29	56.9	11	52.3	104	52.5	19	54.3	8	50	6	60	33	54.1
	No meeting at all	15	11.9	3	5.9	1	4.8	19	9.6	0	0	0	0	0	0	0	0

Table 11 depicts that 19 (54.3%), 8 (50%) and 6 (60%) of teachers and 64 (50.8%), 29 (56.9%) and 11 (52.3%) of female students from Kobo, Robit and Goby general secondary school respectively responded that schools communicate female student parents once in three months. 10 (7.9%), 7(%) and 3 (14.3%) of female students and 7 (20%), 4 (25%) and of teachers from Kobo, Robit and Goby general secondary school respectively responded that schools communicate female student parents once in two months to discuss about their daughters academic achievement.

Taking the majority 33 (54.1%) of teachers and 104 (52.5%) of female students responded that school communicate female student parents once in a semester. This shows that how parent-school relationship is poor. The finding of this study in table 12 also confirmed this fact. This alienation of parents from the school has severely limited their usefulness as a resource person and partner in the development of their daughters learning.

Hence, there is a need to create favorable condition to improve female student parents awareness and involvement in the school through latter, face to face discussion, seminar and inviting school environment for parents through well coming their question and constrains.

Table 12: School Orientation about Female Students Tutorial Program to Teachers, Students and Parents

No	Items	Sample schools															
		Kobo				Robit				Goby				Total			
		Yes		No		Yes		No		Yes		No		Yes		No	
	N	%	N	%	No	%	N	%	No	%	N	%	No	%	N	%	
1	Does the school give orientation about female students tutorial program																
1	For teachers?	35	100	0	0	16	100	0	0	10	100	0	0	61	100	0	0
2	For female students?	79	62.7	47	37.3	32	62.7	19	37.3	16	76.2	5	23.8	127	64.1	71	35.9
3	For parents?	3	30	7	70	4	40	6	60	2	20	8	80	9	30	21	70

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Questions were posed to teachers, students and parents to describe their orientation about female students tutorial program. Hence, 127(64.1%) of female students and 61 (100%) of teachers said 'Yes', that is orientation about female students tutorial program was given to teachers and students in the sample schools.

But, 21 (70%) of parents said 'No', that is orientation was not given to female student parents.

The finding reveals that there is a loose school parent relationship. This adversely affects effectiveness of female students tutorial program. Hence there is a firm to create awareness among female student parents to foster maximum utilization of parents as a resource person in the education of their children both at home and school. The role of parents in the life of their children, particularly in their education is decisive Winebrber (1996:23) pointed out that, those kids have a much better chance of succeeding in school than kids whose parents unsupportive and uninvolved.

4.7. Responsible Body in Organizing Female Students Tutorial Program

Table 13: Teacher and Students Response Regarding the Responsible Body in Organizing Female Students Tutorial Program at School.

No	Items	Responses	Students								Teachers							
			Kobo		Robit		Gobyе		Total		Kobo		Robit		Gobyе		Total	
			No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
1	Who is involved in organizing female students tutorial program?	Teachers	67	42.9	34	42	19	33.3	120	40.8	22	33.8	13	33.3	7	38.9	42	34.4
		Principals	41	26.3	18	22.2	15	26.3	74	25.2	19	29.2	9	23.1	4	22.2	32	26.2
		Woreda education experts	24	15.4	16	19.8	12	21.1	52	17.7	13	20	12	30.8	3	16.7	28	23
		Parents	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Students	16	10.3	10	12.3	7	12.3	33	11.2	7	10.8	3	7.7	2	11.1	12	9.8
		None	8	5.1	3	3.7	4	7	15	4.1	4	6.2	2	5.1	2	11.1	8	6.6

4.8. Responsible Body in Evaluating Female Students Tutorial Program

Table 14: Teachers and Students Response about the Responsible Body in Evaluating Female Students Tutorial Program.

No	Items	Responses	Students								Teachers							
			Kobo		Robit		Gobyee		Total		Kobo		Robit		Gobyee		Total	
			No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
1	Who is involved in evaluating female students' tutorial program?	Teachers	27	17.5	16	15.5	8	19.1	51	17.3	21	24.1	9	27.3	7	29.2	37	25.7
		Principals	73	47.4	41	39.8	15	35.7	125	42.4	35	40.3	13	39.4	9	37.5	57	39.6
		Woreda education experts	41	27	37	35.9	14	33.3	92	31.2	31	35.1	11	33.3	8	33.3	50	34.7
		Parents	0	0	0		0		0		0	0	0	0	0	0	0	0
		Students	0	0	0		0		0		0	0	0	0	0	0	0	0
		None	13	8.4	9	8.8	5	11.9	27	9.1	0	0	0	0	0	0	0	0

Table 14 indicates that 73 (47.4%), 41 (39.8%) and 15 (35.7%) of 125 (41.19%) of female students and 35 (40.3%), 13 (39.4%) and 9 (37.5%) of teachers from Kobo, Robit and Gobyee general secondary school respectively asserted that school principals were the responsible body in evaluating female students tutorial program.

Hence majority of the respondents 125 (42.4%) of female students and 57 (39.6%) of teachers recognized that school principals were the responsible body in evaluating female students tutorial program.

While 92 (31.2%) and 51 (17.1%), of female students, 50 (34.7%) and 37 (25.7%) of teachers showed that woreda education experts and teachers were the second and third responsible bodies in evaluating female students tutorial program in the schools respectively. The table also shows that parents and students did not participate in evaluating female students tutorial program. The interviewed woreda education experts explained that the woreda education office used checklist to check the effectiveness of female students tutorial program in the school. The analysis shows that school principals are the responsible body to evaluate female students tutorial program. While the result of table 13 shows that

teachers are responsible in organizing female students tutorial program. Hence it can be conclude that the process of evaluation female students tutorial program is not objective and fruitful because the program was evaluated by those who are not involved in the organizing process.

4.9. Materials Used in Female Student Tutorial Program

Table 15: The Extent of Material Used by Teachers in Female Students Tutorial Program.

No	Items	Respon ses	Teachers								students							
			Kobo		Robit		Gobye		Total		Kobo		Robit		Gobye		Total	
			N o	%	N o	%	N o	%	No	%	N o	%	N o	%	N o	%	N o	%
1	What materi als do teacher s use in female studen ts tutorial progra m?	Student text book	107	60.1	44	55	18	36.7	169	55	34	39.1	14	42.4	12	48	60	41.4
		Teacher s guide	11	6.2	12	15	7	14.3	30	9.8	23	26.4	7	21.2	5	20	35	24.1
		Teacher s own prepared hand out	37	20.8	18	22.5	15	30.6	70	22.8	30	34.5	12	36.4	8	32	50	34.5
		Cannot be decided	23	12.9	6	7.5	9	18.4	38	12.4	0	0	0	0	0	0	0	0

The data in table 15 depicts that 107 (60.1%), 44(55%) and 18 (36.7%) of female students and 34 (39.1%),14 (42.4%) and 12 (48%) of teachers from Kobo, Robit and Gobye general secondary schools respectively responded that teachers used students' textbooks as a primary source material in female students tutorial program.

The finding reveals that 169 (55%) of female students and 60 (41.4) of teachers replied that teacher used student text book as a primary source material in female students tutorial program. The respondents 70 (22.8%) and 30 (9.8%) of female students and 50 (34.5%) and 35 (24.2%) of teachers also indicated that teachers own prepared hand out and teachers' guide were used by teachers as second and third resource materials for female students. From the female student respondents 38 (12.4%) of them could not decide the resource materials used by teachers in female students tutorial program. Interview held with school principals assured that teachers used student textbooks as a primary resources

material. In addition interviewee explained that the average pupil textbook ratio is 2:1. This implies that there is shortage of textbooks in the sample schools. Similarly, female students do not have access to textbooks for each of them. Access to material has a significant effect for successful tutoring. Due to this fact, teachers and students access to material is considered to be one of the very important principles in the process of tutoring. These materials may be specific to tutorial program or regular classroom material or materials publicly available and access must be quick, frequent, and easy (Topping 2000:27).

Hence, access to material in the investigated school is limited, therefore for effective tutoring, tutoring should be based on tasks set by a teacher or schools should give appropriate materials.

4.10. Female Students Academic Performance

Table 16: Students and Parents Response about Female Students Academic Progress after Attending Tutorial class.

No	Responses	Students								Teachers								Parents							
		Kobo		Robit		Gobyе		Total		Kobo		Robit		Gobyе		Total		Kobo		Robit		Gobyе		Total	
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
1	Highly Improved	19	16.4	12	23.5	5	23.8	36	19.2	6	17.1	4	25	3	30	13	21.3	1	10	2	20	3	30	6	20
	Improved	46	39.6	21	41.2	9	42.9	76	40.4	11	31.4	8	50	5	50	24	39.3	4	40	4	40	4	40	12	40
	Unimproved	29	25	10	19.6	4	19	43	22.9	14	40	2	12.5	1	10	17	27.9	2	20	1	10	1	10	4	13.3
	None	22	19	8	15.7	3	14.3	33	17.5	4	11.5	2	12.5	1	10	7	11.5	3	30	3	30	2	20	8	26.7

Regarding female students academic progress after attending tutorial classes respondents, 100 (50.5%) of female students, 40 (65.6%) of teachers and 6 (20%) of female student parents believed that female students academic progress was improved after attending female students tutorial classes. 37 (18.7%) of female students and 8 (13.1%) of teachers and 12 (40%) of female student parents responded that academic performance of female students was not improved. While 35 (17.7%) of female students, 13 (21.3%) of teachers and 4 (13.3%) of female student parents indicated that female students academic achievement of female students was highly improved.

According to the majority of respondents female students academic achievement was improved after female students attended tutorial class. Interview response from school principals indicated that tutorial service was a tool which helped female students to improve their academic achievement. Regarding to this point Chapman et. al., (2004:8) states that tutorial program improves academic skills, increases self-esteem and develops positive impact attitudes about learning and school. But the response of female students parents is different from the response of female student, teachers and interview response of school principals. Due to the fact that a loose school parent relationship and lack of awareness about female students tutorial program which is discussed in table 11 and 12. Moreover, the finding of this study in table 13 and 14 shows that schools did not involve female student parents in organizing and evaluating female students tutorial program. As the result female student parents did not know daughter the academic progress of their daughters whether or not as the result of tutorial program. This adversely affects the ongoing development of the program. Therefore, there is a need to consult female student parents once in two month.

4.11. Attitude of Teachers towards Female Students Tutorial Program

Table17: The Extent of Teachers Attitude towards Female Students Tutorial Program.

No	Items	Sample schools	Students				Teacher			
			Yes		No		Yes		No	
			No	%	No	%	No	%	No	%
1	Do teachers voluntarily give tutorial program for female students?	Kobo	80	63.5	46	36.5	33	94.3	2	5.7
		Robit	19	37.3	32	62.7	16	100	0	0
		Gobye	8	38.1	13	61.9	10	100	0	0
		Total	107	54	91	46	59	96.7	2	3.3
2	Do teachers give tutorial service for female students frequently?	Kobo	90	71.4	36	28.6	10	28.6	25	71.4
		Robit	44	86.3	7	13.7	11	68.8	5	31.2
		Gobye	15	71.4	6	28.6	8	80	2	20
		Total	149	75.3	49	24.7	29	47.5	32	52.5
3	Do teachers come to late to female students tutorial session?	Kobo	33	26.2	93	73.8	3	8.6	32	91.4
		Robit	22	43.1	29	56.9	1	6.2	15	93.8
		Gobye	9	42.9	12	57.1	0	0	10	100
		Total	64	32.3	134	67.7	4	6.6	57	93.4
4	Do teachers encourage female students in tutorial session to interact with them freely?	Kobo	85	67.5	41	32.5	35	100	0	0
		Robit	40	78.4	11	21.6	16	100	0	0
		Gobye	13	61.9	8	38.1	10	100	0	0
		Total	138	69.7	60	30.3	61	100	0	0
5	Do teachers give orientation for female students about female student tutorial program?	Kobo	76	60.3	50	39.67	35	100	0	0
		Robit	31	60.8	20	39.2	16	100	0	0
		Gobye	15	71.4	6	28.6	10	100	0	0
		Total	122	61.6	76	38.4	61	100	0	0

As it is shown in table 17 item 1,107 (54%) of female students and 59(96.7%) of teachers believed that they gave voluntarily tutorial service for female students in the sample schools.

Table 17 item 2 indicates that 149 (75.3%) of female students and 29 (47.5%) of teachers said that tutorial service was given by teachers frequently. Again item 3 in table 17 indicates that 134 (67.7%) of female students and 57 (93, 4%) of teachers responded that teachers did not come late to female students tutorial class.

Furthermore, from the data in table 17 item 4 asserts that 138 (69.7%) of female students and 61 (100% of teachers responded that teachers encouraged female students during the tutorial session to interact with them freely.

The respondents, 122 (61.6%) of female students and 61 (100% of teachers responded that teachers gave orientation for female students about female students tutorial program.

The analysis shows that teachers have positive attitude to female students tutorial program and they give voluntarily. Hence, students motivation will be highest, because if teachers perceived positively female students tutorial program, they will start the students current point of understanding and immediate concerns as well as they will talk with female students about their goals, encouraging them to consider wider and deeper understanding. Therefore, it is possible to maximize effective female students tutorial program.

4.12. Contents Taught in the Tutorial Program

Table18: Female Students Response Concerning Contents Taught in the Tutorial Classes.

No	Items	Female student respondents							
		Kobo		Robit		Goby		Total	
		No	%	No	%	No	%	No	%
1	What are the contents taught in female students' tutorial class? Contents taught in the regular class	82	65.1	27	52.9	15	71.4	124	62.6
	Contents to be taught in the next class	24	19	15	29.4	3	14.3	42	21.2
	Contents different from those taught in regular class	14	11.1	6	11.8	3	14.3	23	11.6
	None	6	4.8	3	5.9	0	0	9	4.6

Regarding the contents taught in the tutorial class, 124(62.6%) of female students recognized that the contents taught in the tutorial class were contents already taught in the regular class.

The respondents, 42 (21.2%) of female students, replied that contents taught in the tutorial class were Contents to be taught to the next class. Whereas, 23 (11.6%) of female students reported that contents discussed in the tutorial class were different from already taught contents in regular class.

From the majority of respondents, and data from observation it can be concluded that the contents taught in the tutorial class were already taught in the regular class.

Tutoring is a special instruction designed to help students with their academic difficulties in the formal schooling using fixable non formal setting. Since teachers in the formal class do not have enough time to talk with individual learners and to explore deep understanding in the formal classes. This is where tutoring can be especially helpful. Regarding to this, Topping (2000:6) forward the following practical application in the process of tutoring such as avoiding lecture, reviewing what students learn in previous tutoring session and mixing up a variety of tasks among others. If it is necessary, explain again briefly, but in different words. Avoiding long and complicated explanation and closed questions which requires only 'yes' or 'no' answers. Ask why?

However, the investigated school teachers focus on revision and task completion. This will results boarding and losing of interest of female students during the tutorial session.

As the result female students may not attend regularly and participate actively in female students tutorial program.

4.13. Attitude of Female Students to the Tutorial Program

Table 19: Teachers and Female Students Parents Response Regarding Attitude of Female Students to Female Students Tutorial Program.

No	Items	Responses	Teachers								Parents							
			Kobo		Robit		Goby		Total		Kobo		Robit		Goby		Total	
			No	%	No	%	No	%	No	%	No	%	No	%	No	%		
1	Do female students have positive attitude to the tutorial program	Yes	23	65.7	12	75	6	60	41	67.2	3	30	5	50	6	60	14	46.7
		No	12	34.3	4	25	4	40	20	32.8	7	70	5	50	4	40	16	53.3
2	If your answer for item one is 'Yes' what are the indicators?	They attend tutorial class regularly	11	22	9	22.5	6	25	26	22.8	0							
		They ask more time for tutorial session	14	28	10	25	6	25	30	26.3	0							
		They come doing their assignments to the tutorial session	9	18	10	25	6	25	25	21.9	0							
		They are attentive during the tutorial class	16	32	11	27.5	6	25	33	29	0							

Regarding female students attitude towards tutorial program table 19 indicates that 41 (67.2%) of teachers and 14 (46.7%) female student parents said 'Yes', whereas 16(53.3%) of female student parents and 20 (32.8%) of teachers said 'No'.

Regarding the reason for female students positive attitude to the tutorial program, table 19 item 2 reveals that 33 (29%) of teachers selected the

attentiveness of female students during the tutorial class as the indicator for the positive attitude towards tutorial program.

The analysis reveals that the response of female student parents was opposite to teachers response. This due to lose school parent relationship as it is discussed in table 12. Which resulted in developing less interest to female students tutorial program on the part of female student parents. While majority teachers responded that female students have positive attitude to female students tutorial program. Hence student motivation will be highest to attend regularly to tutorial class, doing tasks on time and to participate actively during tutorial session. Which makes female students tutorial program fruitful.

4.14. Attitude of Female Student Parents to Female Students Tutorial Program

Table 20: Attitude of Female Student Parents to Send their Daughters to Female Students Tutorial Program.

No	Items	Response	Female student parents							
			Kobo		Robit		Gobye		Total	
			No	%	No	%	No	%	No	%
1	Do you feel happy to attend your daughter to female students tutorial program?	Yes	3	30	4	40	2	60	9	30
		No	7	70	6	60	8	40	21	70
2	Do other parents in your locality have positive attitude towards female students tutorial program?	Yes	4	40	3	30	4	40	11	36.7
		No	6	60	7	70	6	60	19	63.3
3	If your answer for item one is 'No' what are the reasons?	Fear of violence and sexual harassment	6	42.9	5	35.7	4	28.6	15	35.7
		Long distance of school from home	3	21.4	4	28.6	4	28.6	11	26.2
		Immediate need of their labor to work at home	3	21.4	4	28.6	3	21.4	10	23.8
		Lack of interest of daughters	2	14.3	1	7.1	3	21.4	6	14.3

In table 20 depicts that 21 (70%) of female student parents said 'No', and 9 (30%) 'Yes'. Again 19 (63.3%) of parents evidenced that the other female student parents also did not have positive attitude to female students tutorial program. However, 11(36.7%) of female student parents said that other female student parents had positive attitude in their locality.

Regarding the reason why parents did not fell happy to send their daughters to attend female students tutorial program, 15 (35.7%), 11 (26.2%), 10 (23.8%) and 6 (14.3%) of female student parents did not send their daughters to tutorial program because of 'fear of violence and sexual harassment, Long distance of school from home, immediate need of their labor to work at home' and 'Lack of interest of their daughter' respectively.

Therefore it can be concluded that most female student parents were not in a position to send their daughters to female students tutorial program because schools are not in a position to communicate female student parents at the expected level. In consolidating this notion (see table 9), 104 (52.5%) of female student and 33(54.1) of teacher respondents responded that schools communicate female student parents once in a semester concerning academic achievement of female students. In addition the finding in table 12 evidenced that schools are not orienting female student parents about female students tutorial program. It is hardly possible expecting positive attitude from female student parents, since there is no strong school parent relationship.

Hence concerted effort on the part of school principals teachers and other concerned bodies required to establish a close working relationship between the school and female student parents to maximize female students learning.

Table 21: Availability of Minutes of Documents Related to Female Students Tutorial Program

No	Documents	Available			Not available			Comment		
		Kobo	Robit	Goby	Kobo	Robit	Goby	Kobo	Robit	Goby
1	Guide line for female students tutorial program				x	x	x			
2	Minute of discussion of teachers with female students parents about female students tutorial program				x	x	x			
3	Minute of discussion of the school with teachers about female students tutorial program	x	x	x						
4	Minute of discussion of the school with female students parents about female students tutorial program				x	x	x			
5	Minute of discussion of the school with female students about female students tutorial program				x	x	x			

As it is observed in the table the schools had minutes of discussion of the schools with teachers about female students tutorial program. These minutes indicated that the schools and teachers discussed about strong and weak points of the program and method of tutoring. But, they did not have Guide line, Minute of discussion of teachers with female students parents, Minute of discussion of the school with female students parents and Minute of discussion of the school with female students about female students tutorial program. The absence of the documents aforementioned above indicate that female tutorial program was not documented well in the schools.

4.15. Factors Influencing the Practice of Female Students School Based Tutorial Program.

Teachers, female students, school principles, female student parents and woreda education experts were asked to list challenges that influence the practice of school based female students tutorial program. Accordingly, lack of continuous monitoring, lack of free class room, the need of female students labor by parents at home, less female student parents involvement, unwillingness of female student parents to send them to the tutorial class, unwillingness of each subject teachers to give tutorial service to female students, inappropriate time of tutorial session, house hold problem, distance of school from home, social or personal expectation of female students education and overlap of tutorial class with makeup classes are some of the mentioned problems by the respondents which influence the practice of female students tutorial session at school level.

Regarding the strength and pit falls of the practice of school based female students tutorial program respondents pointed out that as its strength, it help female students to compete with male counter parts, to improve their academic achievements, to improve their reading, speaking skills, to avoid frustration, to develop self confidence, participate actively, make female students to help each other, and to bring quality of education.

As pit fall-respondents expressed that lack of continuity of female students tutorial program, lack of commitment and motivation of female students, lack of continuous monitoring of the program, lack of pre and post test to evaluate the improvement of female students academic achievement in order to see the inputs of tutorial program.

Last, respondents were asked to suggest some possible solutions to improve the practice of school based female students tutorial program. Accordingly, they forward the following points.

A. School principles should give short training for teachers and male students, support teachers, create good environment for the practice of female students

tutorial program, supervise the practice continuously, motivate and provide incentives to teachers, create clear awareness to parents and female students about female students tutorial program, follow up, monitor and evaluate the effectiveness of female students tutorial program.

B. Teachers should orient and discuss with female students, female student parents about female students tutorial program, be committed and courageous to practice female students tutorial program, record female students improvement being tutored, and courage female students to develop self confidence.

C. Female students should participate in organizing female students tutorial program, be ready to attend regularly, have interest, develop positive attitude to female students tutorial program, committed with purpose of tutorial program, discuss with their teachers and parents.

D. Parents should visit schools at least once in two month, fulfill teaching learning materials to their daughters, follow up and check the daily activities of their daughters, discuss with teachers and school principals.

E. Worda Education office should organize and give training to teachers to female students, and to school principals, support and supervise schools regularly, find practical solutions to facilitate the effectiveness of female students tutorial program, develop check list and follow up, monitor and evaluate female students tutorial program, encourage teachers in order to make female students tutorial program to be effective, praise female students, teachers, and schools showing improvement in the female students tutorial program.

Data from Observation

20 teachers from grade 9-10 (30% were observed in the sample schools during tutorial sessions.

The main objective of the observation was to supplement the data gathered through questionnaire. The focus of the observation was to check class size, classroom organization, teaching aid provision, method of teaching, and method of motivation. During observation the following situation was recorded.

Class size

During observation the observed class size in the sample schools ranged from 25 to 30. This class is thought to be small and convenient class size in Ethiopian education system. Though the class size is appropriate, it was observed that English, Amharic, Physics, History and Civic and Ethical education teachers in Robit and Kobo general secondary schools were observed that they carry out the tutoring process as usual as the normal class. In these schools teachers were not observing controlling, checking, correcting and asking questions to each female students during tutorial session. It seemed teachers were not able to follow up female students individually and give a variety of tasks. Besides this Physics teachers in Robit general secondary school could not keep the discipline of the class and female students in Robit general secondary school were not following their teachers and doing class activities during tutorial class. This situation was not noticed by the teachers.

Unlike observed teachers in Kobo and Robit secondary schools, Physics, Biology, Chemistry and Mathematics teachers in Goby general secondary were observed controlling, checking, correcting and asking questions to each female students during tutorial session. Female students in Goby general secondary were observed to ask and answer questions without free. The teachers also gave different tasks and made female students do it individually.

Classroom Organization

The observed tutorial classes in the sample school were organized in similar away as the regular classes. Desks were arranged as usual as the regular classes, that is the desks were not arranged for female students to discuss in group.

Teaching Aid Provision

Regarding teaching aids, in Kobo and Robit general secondary school Geography Civic and Ethical education teachers were not supported with teaching aids. All teachers in the sample schools are used student textbooks as teaching aids.

A Biology teacher in Kobo secondary school and a Geography teacher in Robit secondary school were observed using teaching aids in their respective subject.

Method of Teaching

As discussed in the literature tutoring is a special instruction designed to help students catch up a desired level of academic achievement. Tutoring in this case is intended to help students who have academic problems in the formal schooling using a flexible non formal setting. However, English, Amharic, History and Civic and Ethical education teachers in the sample schools of Kobo and Robit general secondary schools were observed using similar methods of teaching such as lecture and question and answering methods (see table 17). in tutorial classes, English, Amharic, Physics, History and Civic and Ethical education teachers in Robit and Kobo general secondary schools were observed read and explain what is written in the text books. Even they did not try to explain in different words. Physics and History teachers in Robit and History and Amharic teachers in Kobo general secondary schools teachers did not make female students participate actively in the tutorial classes. Only few female students were given chances to ask and answer questions repeatedly in these schools. But English and Mathematics teachers in Gobyie general secondary school were observed to use student centered approach. They made female students to discuss in group. They guided and followed the discussion in the tutorial class. They try to ask each female students in the group after the end of group discussion about the issue discussed by the group members.

CHAPTER FIVE

Summary, Conclusion and Recommendations

This section presents the main findings of the study, important generalizations and possible recommendations to alleviate problems related to the practice of female students school based tutorial program in general secondary schools.

5.1. Summary

The main objective of this study was to investigate the practice and challenges of school based female students tutorial program in general secondary schools of kobo woredas in North Wollo zone and to suggest some possible recommendation. Accordingly the study was guided by the following research questions.

1. How are schools organized and structured to practice female students school based tutorial program effectively?
2. What is the support given by school administration, female student parents and woreda education office to run female students school based tutorial program?
3. What is the extent of involvement of teachers in practicing female students school based tutorial program?
4. What are the challenges encountered in practicing female students school based tutorial program?

The study has also the following specific objectives

- To assess the general practice of female students school based tutorial program
- To evaluate the existing supports given by school administration, female student parents and woreda education office to run female students school based tutorial program.
- To strengthen the practice of female students school based tutorial program.
- To identify the challenges encountered in practicing female students tutorial program in the school.

The study was Carried out in two randomly selected and in one directly taken general secondary schools. The data relevant to the study were gathered through questionnaires from female students, teachers and parent of female students. To substantiate the information obtained through questionnaires, interview with randomly selected woreda education experts and availably selected school principals, observation and relevant documents were used.

The pilot study was carried out in two general secondary schools which were not part of the actual study. Some items were modified and finally the actual data collection process was carried out.

The data collected were presented and analyzed using percentage statistical tool. Based on the analysis of the data, the main findings of the study are presented below:

1. The study reveals that teachers in Kobo, Robit and Goby general secondary schools used tutorial program as a first mechanism to support female students in the schools. Making females students to read in the library and to have peer tutoring where the second and third support mechanisms used by teachers to improve female students academic achievement. Giving female students reference materials and counseling service were the least support mechanisms used by teachers to support female students to improve their academic achievement.
2. Teachers in the sample schools got satisfactory support from the school principals, school grads and male students of Kobo, Robit and Goby general secondary schools in females students tutorial program. The schools were also cooperative in facilitating females students tutorial program. But the support from female students parents and parent teachers association to teachers in female students tutorial program was low.
3. Teachers in the sample schools arranged tutorial class for female students one day in a week. The female students tutorial class had duration of one hour.
4. Female students did not attend tutorial class regularly. The reason given by female students why they did not attend tutorial class regularly was due to in appropriate time of tutorial session. But teachers and school principals be lived that the reason was because of unwillingness of female student parents to send

them to female students tutorial class. Unwillingness of female student parents, frequent absence of teachers, lack of continuity of tutorial class, distance of the school from home, low motivation of female students and boringness of tutorial session were the reasons given by female students next to in appropriate time of the tutorial session why female students did not attend tutorial class regularly. Female student parents did not allow their daughter to attend female student tutorial program because of fear to violence and sexual harassment, long distance of school from home, immediate need of their labor to work at home.

5. Teachers were meeting with female student parents once in a semester to discuss about the academic achievement of female students. Orientation about female students tutorial program was not given to female student parents. But, teachers and females students were given orientation about female students tutorial program by the school.

6. Teachers were the responsible body in organizing, female students tutorial program. School principals were the responsible body in evaluating female students tutorial program.

7. Teachers used students' text books as a primary source material in female students tutorial program. Female students academic progress was improved after female students attended the tutorial class. The contents taught in female students tutorial class were contents already taught in the regular class.

8. Teachers had positive attitude towards female students tutorial program in the sample schools. Teachers said that female students had positive attitude towards female students tutorial program. But, according to female student parents female students had not positive attitude towards female students tutorial program.

5.2 Conclusion

From the summery of research findings the following points are forwarded as conclusions.

1. In the sample schools teachers used tutorial program mechanism to support female student. Teachers also used making female students to read in the library and to have peer tutoring mechanisms.
2. School principals, school grads and male students gave support to teachers in female students tutorial program. Where as the support of female student parents and parent teacher association was low in facilitating female students tutorial program.
3. Schools arrange tutorial class for female students one day in a week, teachers were also the responsible body in organizing female students tutorial program and school principals were the responsible body in evaluating it.
4. Student text books were used as primary source material and contents taught in female students tutorial class were contents already taught in the regular class.
5. Female students did not attend tutorial class regularly and their parents had not positive attitude towards it, but teachers had positive attitude. Academic achievement of female students is improved after attending female student tutorial program.

5.3. Recommendations

Based on the research findings and conclusions the researcher forwards the following possible recommendation to practice school based female students tutorial program in general secondary schools effectively and efficiently.

1. Availability of support system for female students in schools influences the academic performance of female students. If female students get different supports from their teacher they can improve their academic achievement. Tutorial program is one of the supports mechanism in that improves academic skills, increases self steam, improves school attendance and provides personal encouragement. Regarding this point the study reveals that teacher in Kobo, Robit and Goby general secondary schools use tutorial program as a first mechanism to support female students in the schools. But female students

tutorial program has no guideline, is treated as the normal class, and do not supported with teaching aids. Therefore, female students tutorial program to be more effective and efficient the program should have guideline, be supported by teaching aids and should be treated as special instruction to help female students catch up desired level of academic achievement.

2. Peer tutoring should be practiced in a formal way. The pairing of tutor and tutees should be made carefully by considering age and maturity factors.

3. The support of education stakeholders such as parents, parent teacher association, school principals, students, and teachers them selves has great role in the academic progress of female students. Particularly the role of parents in the life of their children, in their education is decisive. As studies indicate when parents are supportive of school goals and communicate this support to their children, those children have a much better chance of succeeding in school than children whose parents are unsupportive and uninvolved. Parents can have positive influence on their children's attainment and progress in school by support they give.

The involvement of parents also must be at once active, realistic, and supportive. But, result shows that a loose parent school relation ship. Much effort is expected from principals and teachers in order to utilize parents as a resource persons and partners and to change their attitude to wards female students tutorial program. This will be done through latter, face to face discussion, seminar and inviting school environment for parents through well coming their question and constrains. This will create on the parents a sense of belongingness. Once they fell comfortable to come to school they will contribute much for the betterment of female students tutorial program. Female students will get the out most help and support from their parents and teachers.

4. Time on task is a major factor in effective learning talking at people for long time is not an effective way of helping them. There fore tutorial classes should be arranged in away which does not create boredom on female students. Teachers also should be motivated through some rewards, recognition, and possible

through incentive payments as they are giving tutorial class for female students voluntarily. Teachers and female students should discuss and agree how long each tutorial class takes and for how many days tutorial class arranged per week.

5. Regular meetings are needed to build up a trusting and comfortable tutoring relationship between teachers and female students. However female students did not attend tutorial classes regularly due to unwillingness of their parents. Therefore, it would be advisable to initiate or encourage parents participation in their children schooling not only benefit of children to be successful in their academic performance, but also motivate teachers to strive for better tutorial experience for their students and enable parents to have better information about school and to help their children at home.

6. The success in many learning program is determined in terms of how well leaning is organized and evaluated. Female students tutorial program is one form of learning it should be effectively organized and evaluated by stakeholders. Actually stakeholders share varieties of roles and responsibility in organizing and evaluating female student tutorial program. But it is observed that female students tutorial program is organized by teachers and evaluated by school principals. There fore to make evaluation objective and fruit full it should be evaluated by those who are involved in organizing process.

7. Availability of materials such as reference materials, hand outs prepared by teachers and work shits have a significant effect on the success of female students tutoring program. The access to these materials for teachers and female students is considered to be one of the very important principles in the process of tutoring. A Varity of tasks and way of responding to tasks helps teachers and female students prevent form losing interest. The study reveals that teachers used student text books as primary source material and lecture method. So teachers should prepare hand outs, work shits in addition to student text book and use different teaching methods in order to help female students maximize their understanding.

8. Other interested bodies are invited to conduct detail research on the issue.

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Appendix A
Addis Ababa University
School of Graduate Studies
College of Education

Department of Curriculum and Teachers Professional Development Studies
Questionnaire to be filled by Teachers

Dear Teacher

The purpose of this questionnaire is to collect primary data on the study of master's thesis on the practice and challenges of school based female students tutorial program in general secondary schools of Kobo Woredas. There fore you are kindly requested to fill the questionnaire in order to get necessary information on the different issues related to female students tutorial program.

Your suggestions are worthwhile for the study and I appreciate the efforts and cooperation you offer honestly and frankly.

Direction

- No need of writing your name
- Put '✓' mark in the boxes of your choice where alternative answers are given.
- If you do not get any satisfying answer among the given alternatives, you can write your answer on the space provided for the option 'If any other specify'.

Your timely reply is appreciated.

Thank you in advance for your cooperation.

Part one: Background Information

1. Name of the school _____

2. Age A. Below 25 years B. 25-30 years

C. 31-40 years D. Above 40 years

3. Sex Male Female

4 .Year of service as a teacher

A. Below 5 years

B. 5-10 years

D. Above 15 years

C. 11-15 years

5. Educational level

A. Diploma

B.BA/BSC

C. MA/MSC

Part: Two Female Students' Tutorial Program Context Issues

1. Do you use any mechanisms to improve female students academic achievement?

A. Yes

B. No

2. If your answer for question No. 1 is 'A' (Yes), what mechanisms do you use to help female students improve their academic achievement? You can choose more than one.

A. Giving them tutorial program

B. Giving them reference materials

C. Giving them counseling service

D .Making them to have peer tutoring

E. Making them read in the library

F. I do not do any thing

If any other, specify _____

3. How do you evaluate the cooperation you get in your effort of providing academic support [tutorial services] for female students?

3.1. From woreda education experts

A. satisfactory

B. unsatisfactory

C. None

3.1. From school principal?

A. satisfactory B. unsatisfactory C. None

3.2 From parents?

A. Satisfactory B. unsatisfactory C. None

3.3. From parent teacher association?

A. satisfactory B. unsatisfactory C None

3.4. From school guards?

A. satisfactory B. unsatisfactory C. None

3.5. From male students for peer tutoring?

A. satisfactory B. unsatisfactory C. None

4. Does the school cooperate in facilitating (create favorable condition) for female students' tutorial program?

A. Yes B. No

5. If your answer for question No. 4 is 'B' (No), what do you think is (are) the reason(s)? You can choose more than one.

A. Lack of awareness of Principals B. Lack of finance

C. Lack of enough classrooms (free classrooms)

If any other, specify _____

6. How often do you arrange tutorial programs in the school per week for female students?

A. One day in a week C. Three days in a week

B. Two days in a week D. For the whole week

If any other, specify _____

7. Do female students attend the tutorial class regularly?

- A. Yes B. No

8. If your answer for question No. 7 is 'B' (No), what do think is (are) the reason(s)? You can choose more than one.

- A. Unwillingness of female student parents
B. Tutorial session is boring
C. Teachers are frequently absent
D. Lack of continuity of tutorial program
E. Inappropriate time of tutorial session
F. Distance from school to home
G. Low motivation female students

If any other, specify _____

9. How often does the school communicate female students' parents regarding the academic achievement of their daughters?

- A. Once in two month D. Once in a semester
B. Once in a months E. No meeting at all
C. Once in three months

If any other, specify _____

10. How much time does each female students tutorial session take?

- A. 45 minutes B. An hour and half
C. An hour D. Two hours
E. More than two hours

11. For how many months is the tutorial program given for female students in a year?

A. For 1/4th of the academic year

B. For 2/4th of the academic year

C. For 3/4th of the academic year

D. For the whole academic year

12. Who is involved in organizing female students tutorial program in the school?

You can choose more than one.

A. Teacher B. Woreda Education experts

C. School principal D. Parents E. Students

F. None

If any other, specify _____

13. Who is involved in evaluating female students tutorial program in the school?

You can choose more than one.

A. Teacher B. Woreda Education experts

C. School principal D. Parents E. Students

14. What materials do you use for female students tutorial program? You can choose more than one.

A. Student text book C. Your own prepared hand out

B. Teacher's guide D. Cannot be decide

If any other, specify _____

15. Does the school give orientation about female students tutorial program for teachers?

A. Yes B. No

16. How do you evaluate female students academic progress after they attend female students tutorial program?

A. Highly improved B. Improved C. Unimproved
 D. None

If any other, specify _____

17. The following statements may indicate your view about the tutorial program. Therefore, indicate your view by putting a 'tick' (✓) mark

	Your view	yes	no
17.1	Do you volunteer to give tutorial program for female students only?		
17.2	Do you give tutorial service for female students frequently?		
17.3	Do you come late to female students the tutorial session?		
17.4	Do you encourage female students to interact with you with out fear during female students tutorial class?		
17.5	Do you give orientation for female students about female students tutorial program?		

18. Do female students have positive attitude to female students tutorial program?

A. Yes B. No

19. If your answer is 'A' (Yes), for question No. 18, what is (are) the indicators?

You can choose more than one.

- A. They attend tutorial class regularly
- B. They ask more time for tutorial
- C. They come doing their assignments to the tutorial session
- D. They are attentive during the tutorial session

If any other, specify _____

20. What are the strong points of female students tutorial class you teach?

21. What are the weak points of female students tutorial program in the school you teach?

22. What factors affect the tutorial program of female students in the school you teach?

23. What efforts do you suggest to practice female students tutorial program effectively in the school you teach?

A. On the side of female students'

B. On the side of teachers'

C. On the side of principal

D. On the side of parents

E. On the side of Woreda Education Office

Appendix B
Addis Ababa University
School of Graduate Studies
College of Education

Department of Curriculum and Teachers Professional Development Studies
Questionnaire to be filled by female Students

Dear students

The purpose of this questionnaire is to collect primary data on the study of master's thesis on the practice and challenges of school based female students tutorial program in general secondary schools of Kobo Woredas. There fore you are kindly requested to fill the questionnaire in order to get necessary information on the different issues related to female students tutorial program.

Your suggestions are worthwhile for the study and I appreciate the efforts and cooperation you offer honestly and frankly.

Direction

- No need of writing your name
- Put '√' mark in the boxes of your choice where alternative answers are given.
- If you do not get any satisfying answer among the given alternatives, you can write your answer on the space provided for the option 'if any other specify'

Your timely reply is appreciated.

Thank you in advance for your cooperation.

1. Part One : Background Information

1 Name of the school you are attaining _____

2 Age A. below 15 years B. 15__16 years

 C. 17__18 years D. Above 18 years

3. Marital status

A. Single B. Married C. Divorced

Part Two: Female Students' Tutorial Program Context Issues

1. Do teachers use any mechanisms to improve female students academic achievement?

A. Yes B. No

2. If your answer four question No.1is 'A' (Yes), what mechanisms do teacher use to improve female students academic achievement? You can choose more than one.

- A. Giving me tutorial program
- B. Giving me reference materials
- C. Giving me counseling service
- D. Making me to have pear tutoring
- E. Making me to read in the library
- F. They do not do any thing

If any other, specify _____

3. Does the school cooperative in facilitating create favorable condition) female students tutorial program?

A. Yes B. No

4. If your answer for question No.3 is 'B' (No), what do you think is [are] the reason(s)? You can choose more than one

- A. Lack of awareness of principals
- C. Lack of finance
- B. Lack of enough classrooms (free class rooms)

If any other, specify _____

5. How often does your teacher arrange tutorial program in the school for you per week?

- A. One day in a week D. For the whole week
- B. Two days in a week
- C. Three days in a week E. None

6. Do you attend female students tutorial program regularly?

A. Yes B. No

7. If your answer for question No. 6 is 'B' (No), what do you think is (are) the reason (s)? You can choose more than one.

- A. Unwillingness of your parents
- B. Tutorial session is boring
- C. Teachers are frequently absent
- D. Lack of continuity of tutorial program
- E. Inappropriate time of tutorial session
- F. Distance from school to home
- G. Your low motivation

If any other, specify _____

8. How often does the school communicate your parent regarding your academic achievement?

- A. Once in two month
- B. Once in a months
- C. Once in three months
- D. Once in a semester
- E. No meeting at all

9. How much time does each female students tutorial session take?

- A. 45 minutes
- B. An hour and half
- C. An hour
- D. Two hours
- E. More than two hours

10. For how many months is the tutorial program given for female students in a year?

- A. For 1/4th of the academic year
- B. For 2/4th of the academic year
- C. For 3/4th of the academic year
- D. For the whole academic year

11. Who is involved in organizing female students tutorial program in the school?

You can choose more than one

- A. Teacher C. Woreda Education experts
B. School principal D. Parent E. Student
F. None

If any other, specify _____

12. Who is involved in evaluating female students tutorial program in the school?

You can choose more than one

- A. Teacher C. Woreda Education experts
B. School principal D. Parent E. Student

If any other, specify _____

13. What materials does your teacher use for female students tutorial program?

You can choose more than one.

- A. Students text book C. Teacher's guide
B. Teachers own prepared handout
D. Cannot be decide

If any other, specify _____

14. Does the school give you orientations about female students tutorial program for female students?

- A. Yes B. No

15. How often does the school consult your parents about your academic achievement?

- A. Once in a semester D. Three times in a semester
B. Twice in a semester E. Four times in a semester
C. More than four times F. Not at all

16. How do you describe your academic progress after attending female students tutorial program?

- A. Highly improved B. Improved C. Unimproved

If any other, specify _____

17. The following statement may indicate your teacher's attitude towards the tutorial program. Indicate your response by putting "√" mark in the table.

17.1	Do teachers voluntarily give tutorial service for female students only?	Yes	No
17.2	Do teachers give tutorial service for female students frequently?		
17.3	Do teachers come late to female students tutorial session?		
17.4	Do teachers encourage you to interact with out fear during female students tutorial session?		
17.5	Do teachers give you orientation about female students tutorial program?		

18. What are the contents taught in the tutorial session of female students?

- A. Contents taught in the regular class
 B. Contents to be taught to the next class
 C. Contents different from already taught in the regular class

If any other, specify _____

19. What are the strong points of female students tutorial program in the school you learn?

20. What are the weak points of female students' tutorial program in the school you learn?

21. What factors affect effectiveness of female students tutorial program in the school you learn?

22. What efforts do you suggest to practice female students tutorial program effectively in the school you learn?

A. On the side of female students'

B. On the side of teachers'

C. On the side of principal

D. On the side of parents

E. On the side of Woreda Education Office

Appendix C

**አዲስ አበባ ዩኒቨርሲቲ
ድህረ ምረቃ ትምህርት ጥናት
ስነ-ትምህርት ኮሌጅ**

የስነ-ምግባር ትምህርትና የመምህራን ሙያዊ ልማት ጥናት ትምህርት ክፍል

በቆቦ መረዳ መስተዳድር ስር በሚገኙ የመለስተኛ 2ኛ ደረጃ ትምህርት ቤት ሴት ተማሪዎች የሚሞላ መጥይቅ

ይህ መጠይቅ የተዘጋጀው ለጥናት አገልግሎት ብቻ ነው። የመጠይቁ አላማ በቆቦ መረዳ መስተዳድር ስር በሚገኙ መለስተኛ ሁለተኛ ደረጃ ት/ቤቶች ውስጥ የሚገኙ ሴት ተማሪዎችን ውጤት ለማሻሻል እየተሰጠ ያለውን የትምህርት ድጋፍ / የቲቶሪያል / ክንዋኔና ችግሮችን ለማወቅ ለማደረገው ጥናት አጋዥ መረጃ ለማግኘት ነው። አነቺም ይህንን እውነታ በመገንዘብ ትክክለኛና በእውነት ላይ የተመሰረተ መረጃ ትስጭኝ ዘንድ በአክብሮት እጠይቃለሁ። ይህ መረጃ የማሞላው በቀጥታ ለጥናቱ ሥራ ብቻ መሆኑን ሳረጋግጥ ውድገዜያችሁን መስዋዕት በማድረግ ለምትሰጡኝ መረጃ በቅድሚያ አመሰግናለሁ።

መመሪያ ጥያቄዎችን በማጤን በተዘጋጀው ሳጥን ውስጥ መለስሽን ምልክት በማሙረግ መልሷ ይመልሱ። ከተሰጡት አማራጮች ውስጥ አጥጋቢ አማራጭ ከሌለ በክፍት ቦታው ላይ ሀሳብዎን ግለጭ ። መጠይቁን በምትሞሉበት ወቅት ስም መፃፍ አያስፈልግም።

ክፍል አንድ አጠቃላይ መረጃ

1. የትምህርት ቤቱ ስም

- 1. ዓታ ወንድ ሴት
- 2. የጋብቻ ሁኔታ ያገባ ያላገባ የፋታ
- 3. ዕድሜ ከ15 በታች ከ15 — 16 ዓመት
- 4. ከ17 — 18 አመት ከ 18 ዓመት በላይ

ክፍል ሁለት የሴት ተማሪዎች የማጠናከሪያ ትምህርት / ቲቶሪያል / በተመለከተ አጠቃላይ ሁኔታ

1. መምህራን የሴት ተማሪዎች ትምህርት ለማሻሻል የሚጠቀሙት ዘዴ አለ?

- አዎ የለም

2. መልስሽ አዎ ከሆነ ምን ዓይነት ዘዴ ይጠቀማሉ ከአንድ በላይ መምረጥ ይቻላል

- ሀ. የማጠናከሪያ /ቲቶሪያል/ ትምህርተ ይሰጡኛል
- ለ. የማጠናከሪያ መጽሐፍ /ሪፈረንስ/ ይሰጡኛል
- ሐ. የምክር አገልግሎት ይሰጡኛል
- መ. ቤተ መፃሕፍት ገብቼ እንዳነብ ያበረታቱኛል
- ሠ. በጉበዝ ተማሪት እርዳታ እንድናገኝ ያደርጋሉ
- ረ. ምንም ዓይነት ድጋፍ አያደርጉልኝም

ሌላ ካለ ይገለጽ -----

3. ትምህርት ቤቱ ለሴት ተማሪዎች የቲቶሪያል ትምህርተ እንዲሰጥ ሁኔታዎችን ያመቻቻል?

አዎ የለም

4. መልስሽ እይደለም ከሆነ ምክንያቱ ምንድነው ትያለሽ? ከአንድ በላይ መምረጥ ይቻላል

ሀ. የርእሰ መምህራን የግንዛቤ እጥረት ሐ. የገንዘብ እጥረት
ለ. የመማሪያ ክፍል እጥረት

ሌላ ካለ ይገለጽ -----

5. መምህርን ለሴት ተማሪዎች በሳምንት ለምን ያክል ቀን የማጠናከሪያ ትምህርት ይሰጣሉ?

ሀ. አንድ ቀን ሐ. ሁሉንም ቀናት
ለ. ሁለት ቀን መ. ሳምንቱን በሙሉ
ሠ. በጭራሽ አይሰጥም

ሌላ ካለ ይገለጽ -----

6. ለሴት ተማሪዎች የሚሰጠውን የማጠናከሪያ ትምህርት ትከታታያለሽ?

አዎ አልከታተልም

7. መልስሽ አልከታታልም ከሆነ ምክንያቱ ምንድን ነው?

ሀ. ወላጆቼ ስለማይፈቅዱልሽ
ለ. የማጠናከሪያ ትምህርቱ ማራኪ ስለአልሆነ
ሐ. የመምህራኖች በቂ ዝግጅት አለማድረግ
መ. የማጠናከሪያ ትምህርት የሚሰጥበት ጊዜ አለመመቻት
ሠ. የትምህርት ቤቱ ከሴት ያለውርቀት
ረ. ያንቺ ንቁ ተሳትፎ አለማድረግ
ሸ. መምህራን ስለሚቀሩና አርፍደው ስለመሚመጡ

ሌላ ካለ ይገለጽ -----

8. የትምህርት ውጤትሽን በተመለከተ ትምህርት ቤቱ ከወላጆች ጋር ለምን ያክል ጊዜ ተወያይተዋል?

ሀ. በሁለት ወር አንድ ጊዜ ሐ. በሦስት ወርአንድ ጊዜ
ለ. በ ወር አንድ ጊዜ መ. በሴሚስተር አንድ
ሠ. አነጋግሪው አያውቁም

9. መልስሽ አነጋግረው አያውቅም ከሆነ ምክንያቱ ምንድነው ትያለሽ? ከአንድ በላይ መምረጥ ይቻላል

ሀ. የመምህራን የተነሳሽነት ስሜት አለመኖር

ለ. የጊዜ እጠረጥ / የስራጫና

10. የማጠናከሪያ ትምህርቱ በቀን ለምን ያክል ሰዓት ይሰጣል?

ሀ. ለ45 ደቂቃ ለ. ለአንድ ሰዓት ተኩል

ሐ. ለአንድ ሰዓት መ. ለሁለት ሰዓት ሠ. ከሁለት ሰዓት በላይ

ሠ. ለሦስት ሰዓት ረ. ከሦስት ሰዓት በላይ

11. የሴት ተማሪዎች የማጠናከሪያ ትምህርት በአመት ውስጥ ለምን ያክል ጊዜ ይሰጣል?

ሀ. ለሁለት ወር ለ. ለአምስት ወር ሐ. ለሰባት ወር

መ. የትምህርት አመቱን በሙሉ

12. የሴት ተማሪዎችን የሚሰጠውን የማጠናከሪያ ትምህርት የማያስተባብረው ማነው?

ከአንድ በላይ መምረጥ ይቻላል

ሀ. መምህራን ለ. ለርዕሰ መምህራን

ሐ. የወረዳ ለት/ቤት ባለሙያዎች መ. ወላጆች ሠ. ተማሪዎች

ሌላ ካለ ይገለጽ -----

13. ለሴት ተማሪዎች የሚሰጠውን የማጠናከሪያ ትምህርት ተግባራዊነት የሚከተለው ማነው?
ከአንድ በላይ መምረጥ ይቻላል

ሀ. መምህራን ለ. ርዕሰ መምህራን

ሐ. የወረዳ ለፋት ቤት ባለሙያዎች መ. ወላጆች ሠ. ተማሪዎች

ሌላ ካለ ይገለጽ -----

14. መምህራን ለሴት ተማሪዎች በሚሰጡት የማጠናከሪያ ትምህርት የሚጠቀሙት ማቴሪያል ምንድን ነው? ከአንድ በላይ መምረጥ ይቻላል

ሀ. የተማሪዎችን መማሪያ መፅሐፍ

ለ. የመምህሩን እራሳቸው ያዘጋጁት ማቴሪያል

ሐ. የመምህሩን መምሪያ

ሌላ ካለ ይገለጽ -----

15. ትምህርት ቤቱ የሴቶችን ማጠናከሪያ ትምህርት በተመለከተ የግንዛቤ ማስጨበጥ ትምህርት ይሰጣል?

አዎ አካሄደው አያውቁም

16. የማጠናከሪያ ትምህርት ከተከተልሽ በኋላ በትምህርትሽ ያለውን መሻሻል እንዴት ትገልጭውአለሽ?

ሀ. በጣም ተሻሽሏል ለ. ተሻሽሏል ሐ. አልተሻሻለም

ሌላ ካለ ይገለጽ -----

Appendix D
Addis Ababa University
School of Graduate Studies
College of Education

Department of Curriculum and Teachers Professional Development Studies
Questionnaire to be filled by Parents

Dear parents

The purpose of this questionnaire is to collect primary data on the study of master's thesis on the practice and challenges of school based female students tutorial program in general secondary schools of Kobo Woredas. There fore you are kindly requested to fill the questionnaire in order to get necessary information on different issue related to female students tutorial program.

Your suggestions are worthwhile for the study and I appreciate the efforts and cooperation you offer honestly and frankly.

Direction

- No need of writing your name
- Put '✓' mark in the boxes of your choice where alternative answers are given.
- If you do not get any satisfying answer among the given alternatives, you can write your answer on the space provided for the option 'others specify'.

Your urgent reply is appreciated.

Thank you in advance for your cooperation

1. Part one: Background Information

1. Age A. Below 30 years C. 31-35 years
 B. 36-40 years D. Above 40 years
- 2 Sex Male Female
3. Marital status
- A. Single B. Married C. Divorced
4. Occupation _____
5. Level of education

- A. Illiterate B. Primary C. Able to read and write
 D. Secondary E. College Certificate
 F. Diploma G. BA/BSC H. MA /MSC

Part Two: Female Students' Tutorial Program Context Issues

1. Do you have an orientation about female students tutorial program?
 A. Yes B. No
2. Do you feel happy to attend your daughter to female students tutorial program? Whenever she is called?
 A. Yes B. No
3. If your answer for question No. 2 is 'No' (B), what do you think is (are) the reason(s)? You can choose more than one.
 A. Fear of violence and sexual harassment
 B. Long distance of the school from home
 C. Immediate need of her labor to work at home
 D. Lack of interest of your daughter
 If any other specify _____

4. How do you describe your daughters academic progress after attending female students tutorial program?
 A. Highly improved
 B. Improved
 C. Unimproved
5. Do other parents in your locality have positive attitude to female students tutorial program?
 A. Yes B. No
6. If your answer for question 6 is 'No' (B), what do you think is (are) the reason (s)? You can choose more than one.
 A. Their daughter do not show academic progress after being tutored
 B. They fear of sexual harassment
 C. They need their daughters' labor at home

D. Distance of the school form home

If any other specify _____

7. Does your daughter have positive attitude towards female students tutorial program?

A. Yes B. No

8. What are the strong points of female students tutorial program in the school?

9. What are the weak points of female students tutorial program in the school?

10. What factors affect female students tutorial program in the school?

11. What efforts do you suggest to practice female students tutorial program effectively in the school?

A. On the side of students' _____

B. On the side of teachers' _____

C. On the side of principal _____

D. On the side of parents _____

E. On the side of Woreda Education Office

Appendix E

አዲስ አበባ ዩኒቨርሲቲ
ድህረ ምረቃ ትምህርት ጥናት
ስነ-ትምህርት ኮሌጅ

የስነ-ምግባር ትምህርትና የመምህራን ሙያዊ ልማት ጥናት ትምህርት ክፍል

በቆቦ መረዳ መስተዳድር ስር በ2 ደረጃ ት/ቤት በሚገኙ የሴት ተማሪዎች ወላጆች የሚሞላ መጥይቅ።

ይህ መጠይቅ የተዘጋጀው ለጥናት አገልግሎት ብቻ ነው። የመጠይቁ አላማ በቆቦ መረዳ መስተዳድር ስር በማገኙ ሁለተኛ ደረጃ ት/ቤቶች ውስጥ የሚገኙ ሴት ተማሪዎችን ውጤት ለማሻሻል እየተሰጠ ያለውን የትምህርት ድጋፍ / የቲቶሪያል / ክንዋኔና ችግሮችን ለማወቅ ለማደረገው ጥናት አጋዥ መረጃ ለማገኘት ነው። አነቺም / እርስዎም/ ይህንን እውነታ በመገንዘብ ትክክለኛና በእውነት ላይ የተመሰረተ መረጃ ይስጡኝ ዘንድ በአክብሮት እጠይቃለሁ። ይህ መረጃ የማሞላው በቀጥታ ለጥናቱ ሥራ ብቻ መሆኑን ሳረጋግጥ ውድገዜያችሁን መስዋዕት በማድረግ ለምትሰጡኝ መረጃ በቅድሚያ አመስግናለሁ።

መመሪያ ጥያቄዎችን በማጤን በተዘጋጀው ሳጥን ውስጥ መልስዎን ምልክት በማድረግ ይመልሱ። ከተሰጡት አማራጮች ውስጥ አጥጋቢ አማራጭ ከሌለ በክፍት ቦታው ላይ ሀሳብዎን ይግለጹ። መጠይቁን በምትሞሉበት ወቅት ስም መፃፍ አያስፈልግም።

ክፍል አንድ አጠቃላይ መረጃ

1. የትምህርት ቤቱ ስም

- 1. ባታ ወንድ [] ሴት []
2. የጋብቻ ሁኔታ ያገባ [] ያላገባ [] የፋታ []
3. ሥራ ሁኔታ----- []
4. የትምህርት ደረጃ ማምብብ መጻፍ [] የመጀመሪያ ደረጃ [] ያሁለተኛ ደረጃ [] የኮላጅ [] ዲፕሎማ ዲግሪ ማስትር []
5. ዕድሜ ከ25 አመት በታች [] ከ25 — 30 ዓመት []
6. ከ31 — 40 አመት [] ከ 40 ዓመት በላይ []

ክፍል ሁለት የሴት ተማሪዎች የማጠናከሪያ ትምህርት / ቲቶሪያል / በተመለከተ አጠቃላይ ሁኔታ

- 1. በትምህርት ቤት ለሴት ተማሪዎች የማጠናከሪያ ትምህርት እንደሚሰጥ ያውቃሉ? አዎ አላውቅም []
2. ሴት ልጅዎን ለሴት ተማሪዎች የሚሰጠውን የማጠናከሪያ ትምህርት እድትከታተል ይፈቅዱላታል?
3. መልስዎ አልፏቸዎም ከሆነ ምክንያትዎ ምንድነው? ሀ. አስገደዶ መድፈር ሊደርስባት ይችላል በሚል ስጋት [] []

ለ. ትምህርት ቤቱ ከመኖሪያ ቤት ስለሚርቅ

ሐ. በቤት ውስጥ ስሪ እድትሪዳ ስለሚፈልጉ

መ. ለማጠናከሪያ ትምህርት ልጅዎ ፍላጎት አለመኖር

ሌላ ካለ ይገለጽ -----

4. የማጠናከሪያ ትምህርት ከተከታታሎች ቡጌላ የሴት ልጅዎ የትምህርት ሁኔታ እንዴት ይገልጹታል?

ሀ. በጣም ተሻሽሏል ለ. ተሻሽሏል ሐ. ለውጥ የለውም

5. በአካባቢያችን የሚኖሩ ወላጆች ለሴት ተማሪዎች በሚሰጠው የማጠናከሪያ ትምህርት ጥሩ አመለካከት አላቸው?

አዎ የላቸውም

6. መልስዎ የላቸውም ከሆነ ምክንያቱ ምንድን ነው ብለው ያምናሉ? ከአንድ በላይ መልስ መምረጥ ይቻላል

ሀ. ልጆቹ በሚሰጠው ትምህርት ለውጥ አለማምጣታቸው

ለ. የታዊ ትንኮሳ ይደርስባቸዋል በማለት

ሐ. የሴት ልጆቻቸውን የቤት ውስጥ ስሪ እንዲሰሩ በመፈለግ

መ. ት/ቤቱ ከቤት ያለው ርቀት

7. ልጅዎ ለሴት ተማሪዎች የሚሰጠው የማጠናከሪያ ትምህርት ጥሩ አመለካከት አላት

አዎ የላትም

8. ለሴት ተማሪዎች እየተሰጠው ባለው የማጠናከሪያ ትምህርት ጠንካራ ጎን ይግለጹ

9. ለሴት ተማሪዎች እየተሰጠ ባለው የማጠናከሪያ ትምህርት ደካማ ጎን የሚሉትን ይግለጹ

10. ለሴት ተማሪዎች እየተሰጠ ያለው የማጠናከሪያ ትምህርት ውጤታማ እንዳይሆን አድርጓታል የሚሉትን ችግር ይግለጹ

11. ለሴት ተማሪዎች እየተሰጠ ባለው የማጠናከሪያ ትምህርት ውጤታማ ለማድረግ በሚከተሉት አካላት ምን መደረግ አለበት ትላላችሁ

ሀ. ከሴት ተማሪዎች በኩል _____

ለ. ከመምህራን _____

ሐ. ከርእሳነ መምህራን _____

መ. ከወላጆች _____

ሠ. ከወረዳ ትምህርት ጽ/ቤት _____

Appendix F

Interview Guide Lines for school principals and vice principals

Below are questions which focus on the practice and challenges of female students school based tutorial program in general secondary schools of Kobo Woredas.

Therefore, you are kindly requested to give your view in relation to the practice of school based female students tutorial program in your school.

Thank you

1. What mechanisms teachers use to help female students improve their academic achievement?
2. How do you evaluate the cooperation teacher get in their effort of providing support to female students?
 - 2.1. From Woreda Education Office
 - 2.2 From parents?
 - 2.3. From parent teacher association?
 - 2.4. From school guards?
 - 2.5. From male students (for peer tutoring)
3. How often do teachers arrange tutorial program for female students in the school per week?
4. How do you describe female students attendance in the tutorial program?
5. How much time does female students' tutorial session take?
6. For how many months is the tutorial program given for female
7. What materials do teachers use for female students tutorial program?
8. How do you evaluate female students' academic progress after being tutored tutorial program in the school?
9. What are the strong points of female students' tutorial program in your school?
10. What are the weak points of female students' tutorial program in your school?
11. What factors affect female students tutorial program in your school?
12. What efforts do you suggest to practice female students tutorial program effectively in your school?

Appendix G

Interview Guide Lines for Woreda of Education Experts

Below are questions which focus on the practice and challenges of female students school based tutorial program in general secondary schools of Kobo Woredas.

Therefore, you are kindly requested to give your view in relation to the practice of school based female students tutorial program in your Woreda.

Thank you

1. How do you understand female students tutorial program?
2. Do schools have guide lines for tutorial program? If yes who prepared the guide line?
3. Do female students have tutorial program in schools? If yes what is the purpose of the program?
4. What mechanisms do you have to check the effectiveness of female students tutorial program in schools?
5. How do you evaluate the support given by your Woreda Education office to schools for female students tutorial programs?
6. How teachers understand the difference between tutoring and teaching from the stand point of methodology?
7. What factors affect the female student's tutorial program in the school?
8. What efforts do you suggest to practice female students tutorial program effectively in the school?

Appendix H

Check list for Female Students Tutorial Class Observation

The observed class

School _____

Grade _____

Section _____

Period _____

Date _____

Class size _____

	Aspects to be Observed	Yes	No
1	Do female students come on time to female students tutorial class?		
2	Does the teacher come on time to female students tutorial class?		
3	Does the teacher use teaching aids for female students tutorial class?		
4	Do female students come doing their assignments to female students tutorial class?		
5	Do female students understand the idea which is discussed clearly?		
6	Do female students participate in female students tutorial class actively?		
7	Is content to be discussed new which was not taught in the regular class before?		
8	Is the content to be discussed is the same which was taught in regular class before?		
9	Does the teacher use different evaluation mechanisms female students progress tutorial program is on process?		

10. What are the dominant methods of teaching applied in the tutorial class?

A. _____

B. _____

C. _____

11. What are strong points in the tutorial class?

12. What are weak points in the tutorial class?

13. What are Points to be improved?

**Checklist for the Availability of Documents related to Female Students
Tutorial Program**

1	Guide line for female students tutorial program	Available	Not available	Can not be determined
2	Minute of discussion of the school with female students parents about female students tutorial program			
3	Minute of discussion of teachers with female students parents about female students tutorial program			
4	Minute of discussion of the school with teachers about female students tutorial program			
	Minute of discussion of the school with female students about female students tutorial program			
5	Attendance sheet on female students tutorial class			

Declaration

I confirm that this thesis is my original work.

Name Alomw Asresu

Signature [Signature]

Date 02/07/10

This thesis has been submitted for examination by my approval as university advisor

Name Tilahun Fantu

Signature [Signature]

Date 02/07/10