

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
INSTITUTE OF EDUCATIONAL RESEARCH**

**TUTORIAL PROGRAM FOR STUDENTS WITH SPECIAL NEEDS EDUCATION AT
WORLD WIDE ORPHANS ACADEMY**

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**August, 2013
ADDIS ABABA**

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WORLD WIDE ORPHANS ACADEMY**

**BY
SEM HAR ZERABRUK**

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Abstract

The study investigates the effectiveness of the tutorial program in the primary level, In the case of one non-governmental school. The main purpose of this study was to assess the effectiveness of the tutorial program provided for special needs students of the primary level first cycle (grade1-4). To deal with the problem, four basic research questions were formulated. The research questions were focused on the significant difference of the special needs students' academic achievement before and after the introduction of the tutoring program, the influence of the tutorial program in improving the academic achievements of special needs students, the effective and efficient of the teaching methods of the tutoring program and the adequacy of the skilled manpower and material resources to implement the tutoring program for the special needs student. In conducting the study a narrative method was employed in order to obtain pertinent information concerning the current tutorial program. The finding indicated that the tutorial program for the special needs students had shown a great change in their academic achievements but the results were fluctuate .The teaching methods were different from the tutorial program and they were flexible strategies to apply on the special needs students. These strategies brought a change on the tutee academic performance. The tutors trained on special needs education and help the tutor to implement the strategies easily during the tutorial program .based on the findings, giving training in a short period of time; adopting teaching methods and getting uniform results were recommended to solve the problems encountered in the effectiveness of the tutorial program.

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List of Acronyms

UN – United Nations

UNESCO – United Nations Economic Social and Cultural Organization

WWO – World Wide Orphans

MDG – Millennium Developmental Program

UNDP – United Nations Developmental Program

SEN – Special Educational Needs

NGO – Non-Governmental Organization

MOE – Ministry of Education

ADHD – Attention Deficit/ Hyperactivity Disorder

EC – Experience Corps

JAPMR – Jamaica Association for Persons with Mental Retardation

PIP – Primary Intervention Program

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CHAPTER ONE

1.1 Introduction

1.1.1 Background of the Study

Education is central to development. It empowers people and strengthens nations. It is a powerful “equalizer” opening doors to all to lift themselves out of poverty. It is critical to the world’s attainment of the Millennium Development Goals (UN, 2004).

Education is the backbone of sustainable development. Education stimulates and empowers people to participate in their own development. A plan for sustainable development must address the issue of education because it plays a critical role not only in expanding further educational opportunities, but also in fostering basic intellectual abilities such as literacy that are crucial to success in a world where power is closely linked with knowledge. Primary education must receive a great amount of attention in developing nations for this reason (Chowdhury, M. 2002).

Education promotes economic growth, national productivity and innovation, and values of democracy and social cohesion. Broad-based education of good quality is among the most powerful instruments known to reduce poverty and inequality. With proven benefits for personal health, it also strengthens nations’ economic capacity laying the foundation for sustained economic growth. For individuals and nations, it is key to creating, applying and spreading knowledge and thus to the development of dynamic, globally competitive economies. And it is fundamental for the construction of democratic societies and environmental sustainability. So, primary education plays a basic role in increasing the productivity of citizens in all sectors of the economy and also a key part of strategies to improve individuals’ wellbeing and societies’ economic and social development.

Nowadays in Ethiopia there are a lot of changes in the education system but these system changes came with a lot of struggles. Ethiopian modern, formal education system started back in the 1900s. Before then the education system was characterized by church education with the authority of the Ethiopian Orthodox Church. The main purpose of the then education was to prepare individuals who work in the church.

However, later on, at the end of the nineteenth century some European missionary schools were opened through the permission of Menilik II. Islamic schools opened, these schools provided education for Muslims so it is possible to say the earlier time education had a very limited objective and served only some part of the society.

Secular education was introduced in the twentieth century. In the mid-nineties, the government drafted a plan to expand secular education; the number of students grew from time to time as well as the number of schools. There were government, public, missionary and private schools all over the country.

UNESCO, (1959) states that “education plays great role in the development of man kind for the individual as well as her or his society. Education enables an individual to broaden thinking ability and it also enables the individual to have a better life.” As we all know education develop a child’s abilities, sense of moral and responsibilities. It helps to become a useful citizen for him/herself and for his/her country.

Currently the government and non-governmental organizations try to increase and develop the enrollment rate of the students and the quality of the education. As UNESCO (2002) stated, “there is a relative increment in enrollment; on the contrary, it’s observed that there is a decrease in the quality of education.” These also would be measured by different indicators.

“In most developed and developing countries, repeating grades are traditionally taken as one method of remedy which is used as a means to raise educational standards” (Falmer, 1989). Using repetition, schools believe that, students get additional time to learn more the materials that they failed to master.

Tutoring can be seen as a remedial or supplementary strategy which is performed out-side the regular classroom setting following the principles and methodology of tutoring. Thus those students who achieve lower than their class-mates are the prime victims of the problem and this problem needs to be solved by offering them a supplemental academic service which is most commonly called a tutorial program. Students who achieve low in their academic seek additional support in a specific subject or a number of subjects.

Without the proper tutorial or academic intervention program, these students would not get sufficient skills at the end of the academic year as the academic content objective stated. So the students would be expelled from school or functionally couldn't have mastered the expected knowledge.

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

Schools usually provide different academic intervention in the form of tutorial programs including before and after school classes, summer time classes and extra period in the problem area subject (double dosing) among others.

The tutoring classes which were given by regular teachers after and before school hours and during the week end were taken as an option to help students lagging behind in their studies. There were some misconceptions and lack of interest for the program among student's parents and even teachers due to various reasons like: personal problems and shortage of time. But these days the tutorial program has a positive effect on academic achievement of students. There has been less attention devoted to implement the program in a planned, organized and

supervised manner. In addition to this, even though the practice is there at various level and depth, no one seems to try to make assessment that might help to see and measure the influence of these tutorial programs in the academic achievement of students.

Therefore, in this respect, this research tries to examine the effectiveness of tutorial program in World Wide Orphans academy especially provided for primary school first cycle (grade 1-4) low achiever students.

1.1.2 Statement of the Problem

Development of any aspect is unthinkable without skilled human power. Schools are places where such skills develop especially primary schools are bases for human skill and knowledge development and providing tutorial class in primary education improves school achievement, self-concept and attitudes towards school.

Most schools try to practice this service, but it doesn't seem that they do it in a planned and organized manner. Even the results secured from this service are not assessed and used as a feedback for the necessary improvements of the future. The core reason for the study is in World Wide Orphans academy some of the students are special needs students which means those students who has learning difficulties or disabilities that make it harder for them to learn than most other children of about the same age. So they want special treatments. One of the treatments that they get depending on their different needs is the tutorial program with different strategies and methodology. Therefore, the researcher is interested to assess the effectiveness of the tutorial program for the special needs students with their academic achievement.

Hence, the main purpose of this study is to examine the practices and pin-point major challenges of school-based tutorial program for special needs students in **First Cycle in WWO academy**. To this end, the study tries to seek answers for the following basic research questions.

1. Is there a significant difference on the special needs students' academic achievement before and after the introduction of the tutoring program?
2. What is the influence of the tutorial program in improving the academic achievements of special needs students?
3. How effective and efficient are the teaching methods of the tutoring program?
4. How much adequate are the skilled manpower and material resources to implement the tutoring program for the special needs students?

1.1.3 Objectives of the Study

The study has the following objectives:

1. To investigate the effectiveness of school based tutorial programs that are provided to special needs student.
2. To find out the influence of the tutorial program in the academic achievement of special needs student.
3. To figure out problems tied with skilled man power and material resources that the tutorial program faced and forward possible recommendations to solve the problems.

1.1.4 Significance of the Study

This study attempts to assess the effectiveness of the tutorial programs provided for special needs students in first cycle (grade 1-4) in WWO academy the one which located in Addis Ababa, and the significant difference on special needs students' before and after the tutoring program. The study also tries to see the contribution of this program to the students' academic achievement. So, the results of the study might help students, teachers, parents and school administrator in giving insight about the overall situation of the tutorial program.

1.1.5 Delimitation of the Study

The practices and major problems of school based tutorial program can be studied from different aspects. This study, however, is delimited from the stand point of the following major points. The study tries to see the school-based tutorial programs that are held to help special needs students in World Wide Orphans academy (1-4) in Addis Ababa.

It is clearly known that tutorial programs are provided off-site the school (outside the school compound) and inside the school or school based. Thus, this study delimited to the tutorial program offered in school at the student's free play times allocated by the management of the academy to refresh their mind. Moreover, the study attempted to see only the efficiency and effectiveness of the tutoring program, the adequacy of man power and materials for special needs children and the academic achievement of special needs student's before and after the tutoring program of last year and first semester of this year.

1.1.6 Definitions of key terms:

1. **Tutor:** "people who are not professional teachers helping and supporting the learning of others in an interactive, purposeful and systematic way. (Topping, 2000:6)
2. **Tutee:** a person who is tutored.
3. **School effectiveness:** "degree to which schools are successful in accomplishing their educational objectives or fulfilling their administrative instruction or service function (UNESCO, 2006)

4. **Achievement:** level of individual's educational achievement as determined by comparing his score in a test with the average score of others of the same age. (Paul R. Pintrich, 2000)
5. **Special needs student:** "a student with or without disability or difficulties learning together in ordinary pre-school provision, school, colleges and universities with appropriate networks of support." (Eileen Winter, 2012)

1.1.7 Organization of the study

The study is organized into five chapters. Chapter one deals with the problem and its approach. Chapter two, deals with review of the related literatures and experience of developing countries. Chapter three deals about research design and methodology. Chapter four, deals about presentation and analysis of data. Finally chapter five includes the summary, conclusion and recommendation of the study.

CHAPTER TWO

2.1 LITERATURE REVIEW

2.1.1 Education and Development

The United Nation (UN) through Millennium Development Goal (MDGs) recognizes the importance of education and community participation in eradicating poverty and bringing economic development. The target is to ensure that every child at the age to start primary education get access to primary education. International communities and organizations advocate for community participation development processes as the process of empower people in their own development (UNDP, 2007).

Education increases the capacity of people to realize their vision of society into operational realities, enabling them to become self-motivating agents of social change serving the best interests of the community improved access to primary education yields tangible benefits by developing the skills of the people. It expands livelihood opportunities and increases their earning potential and thus helps in taking the problem of poverty. Awareness and empowerment brought about by education encourages public participation in decision-making and solves the problem of degradation of the environment improves nutrition, reduces birth rates and improves health and living conditions in the society for this reason education is considered the primary agents of transformation towards sustainable development (Pailwar, V. and Mahajan, V, 2005).

Considering that education is dynamically interrelated every aspect of social and economic development the economic benefits of education (higher ways, better producing, use of

technology, the impact of education on population growth, health and social well-being); and the relationship between education and democratic society participation in policy issues and decision making.

2.1.2 Special needs education

There are no universal interpretations for concepts such as special needs education or inclusive education. Increasingly, inclusive education is being seen as a process of bringing about change in the education system, by identifying and solving barriers to presence, participation and achievement for every learner within mainstream settings. These barriers are within the education system (attitudes, practices, policies, environment and resources) not barriers within the child (Ingrid, L. 2009).

However, interpretations that focus solely on special needs students or that endorse partial segregation within mainstream settings (e.g. via special units or classes) are still common. However, it is being recognized that not every disabled person automatically has a special educational need, and that people without impairments can have temporary or ongoing special educational needs. To expand the special needs education programs, integrated approaches will be designed for students with special needs (Mary, J.n.d.).

Over time broader definitions have developed. As Ministry of Education (1994) defines many now view 'people with special educational needs' as including anyone who experiences difficulties with the learning process that require some sort of special educational response. Those difficulties need not be linked with impairment, may not be permanent, and may occur at any point in a person's education. Increasingly, it is acknowledged that not every special needs student's learner necessarily has a special educational need – they may just have the same needs as every learner for a generally better quality teaching and learning experience.

Special needs education does not preclude the use of segregated education settings. It focuses on improving education for those children who have been identified or categorized as having a particular need. (UNESCO, 1994) Generally it is considered a component of an inclusive

education system. The nature of special needs education has also changed over time – from being mainly delivered through special schools, units or classes, to being delivered within mainstream schools.

2.1.3 Special Needs Children

A child has special educational needs (SEN) if he or she has learning difficulties or disabilities that make it harder for him or her to learn than most other children of about the same age. Many children will have special educational needs of some kind during their education. Schools and other organizations can help most children overcome the barriers their difficulties present quickly and easily. A few children will need extra help for some or all of their time in school (UNESCO, 1994).

So special educational needs could mean that a child has:

- **learning difficulties** – in acquiring basic skills in school
- **emotional and behavioral difficulties** – making friends or relating to adults or behaving properly in school
- **specific learning difficulty** – with reading, writing, number work or understanding information
- **sensory or physical needs** - such as hearing or visual impairment, which might affect them in school
- **communication problems** – in expressing themselves or understanding what others are saying
- **A medical or health condition** – which may slow down a child's progress and/or involves treatment that affects his or her education.

Children make progress at different rates and have different ways in which they learn best. Teachers take account of this in the way they organize their lessons and teach. Children making

slower progress or having particular difficulties in one area may be given extra help or different lessons to help them succeed.

Every child has unique characteristics, interests, abilities and learning needs, Education programs need to be designed and to take the wide diversity and needs of students into account according to the principle of Education for all. Education for all promotes the inclusion of all children by addressing the spectrum of needs of all learners, including those who are vulnerable to marginalization and exclusion. According to the Salamanca Framework for Special Needs Education (1994) marginalized or excluded groups of children include children with various disabilities, abused children, children engaged in child labor, migrants, HIV/AIDS, orphans, religious minorities and nomadic children. United Nations Economic Social and Cultural Organization (UNESCO, 1994).

Despite government policy of inclusive education for children with special needs, they remain amongst the most marginalized, and inclusiveness is still at an embryonic stage. To a large extent, activities, services and interventions are left to NGOs and church groups to provide. There is considerable variation in social acceptance of disability, and significant differences in the approaches adapted to these children across the regions, which needs to become more uniform. On the demand side, there is need for greater awareness and incentives for parents to bring special needs children to school, while on the supply side, schools need to make arrangements and prepare the school, teachers and students to accept such children (Mary J.n.d, 2006).

There is evidence that some researchers such as Keil,S., Miller,O., Cobb,R. (2006) agreed on; some are open to accepting children with disability but do not know what to do, and don't have the resources to support such children. Creative use of the School Grant Program would go some way towards promoting inclusiveness e.g. schools that have an affirmative action plan on special needs would have access to greater funds and rewards than schools that don't.

Regional strategies need to be developed and disseminated, and a monitoring system for implementation established. Regions need to provide advice on implementation of the national strategy on special needs to overcome the current situation as well as to scale up training for special needs educators. So there are priorities to go forward stated: (Mary, J. n.d.)

- Better and deeper understanding of what makes the children to come to school and the demand side issues.
- Increased quality of alternative education provision and options for transition to upper primary and beyond.
- Proper and contextual policy, commitment and right strategy.
- Assessment of extent of special needs education and most Effective means of provision.

There are strategies and policies that the ministry of education proclaimed in 1994. The policy assures that “disadvantaged groups will receive special support in education.” (MOE, 1994) The Ministry of Education is committed to facilitate active participation of all citizens, including those with special needs, in the community and society. With this commitment Ethiopia has come a long way in the Education for all process. However, there is still a gap in providing access to all children and actualizing inclusive education. As UNESCO stated the main barriers are;

- Lack of knowledge about diversity,
- Inflexibility of the curriculum,
- Insufficient preparation of teachers and education leaders,
- Rigid and poor teaching methods, inconvenient learning environment,
- Lack of need identification processes, and inadequate assessment procedures,

As a result, schools and teachers find it difficult to accommodate students with special needs, and compel them to adapt to the school, instead of adapting schools to the needs of the students. But on the revised policy there are strategies that directed to:

- create awareness among school managers and teachers about the need to provide supports to all groups of learners
 - create identification procedures,
 - develop support systems,
 - avail appropriate materials and equipments, including Braille and related instruments for children with visual impairments, in schools and in the community;
 - Develop basic skills prior to primary education, especially for children with visual and hearing impairments; for successful inclusion of all citizens in schools and society.
- (Ministry of Education, 1994)

The main activities of the strategy promoting inclusion are considered in the recently developing main components of quality education package. Among the package there is curriculum frame works that consider learners diversity. Those frame works are stated on the policy of Ministry of Education in 1999:

- Text books are transcribed to Braille to ensure access to learning for blind children.
- Signed language is taken as medium of instruction to ensure access to learning for deaf children.
- All issues of inclusive education is included in both preserves' and in-service teachers and educational leaders training and education programs at all levels; undergraduate, graduate and post graduate levels.

2.1.4 Conceptualizing Tutoring:

Tutoring is primarily designed to supplement traditional class room which is typically conducted in large groups for those students who require remedial help and those who have difficulty for learning by conventional methods. Some scholars define tutor as “people who are not professional teachers helping and supporting the learning of others in an interactive, purposeful and systematic way. And tutors can be parents or other adult careers, brothers and sisters, other members of the family, other learners from the peer group, and various kinds of

volunteers” (Topping, 2000:6). To this definition, the whole life cycle of tutoring revolves around three important pillars of the tutorial activities these are;

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

Elliot, (2000), defines tutorial program as a special instruction designed to help students catch up a desired level of academic achievement. This author suggests that these programs are common at all levels of schooling, and are typically involve re-teaching subjects or redesigning lessons to make the instruction clearer more personalized for individual students. There are two main actors who actively participate in the process of tutoring. The person who gives individual or small group instruction is called tutor and the learner or student who receives the academic support is called a tutee.

Everyone can be a tutor- everybody can help somebody with something. Tutoring is widely used with learners of all age regardless of sex, race, economic background and etc. It is most often used with learners in primary and secondary schools. Tutors classified as; a paid private instructor, a volunteer, a school aide, a parent or guardian, another student or other teaching machine (Topping, K. 2000). He further classified tutoring in to three sub categories:

- Professional tutoring: are a set of professionals including licensed teachers, trained specialists, and Para- professionals.
- Volunteer tutoring: these tutors are mostly non-professionals and sometimes professionals who are giving their time for merely intrinsic rewards.
- Student tutoring: are tutors different from peer-tutors in that they are significantly older or otherwise advanced beyond the academic levels of the tutees.

2.1.5 Principles of Tutoring

Remedial program have been offered even to the best students though they are primarily targeted for at-risk students. According to Roueche, (1977), it is remediation academic skills on the grounds among others; preparing students to handle the regular classroom, increasing low income enrollment and closing the achievement gap. A teacher suspecting a pupil of educational injury should try to accomplish a certain prerequisite before embarking any remedial tutorial program. To accomplish prior to intervention the following are important;

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

Different learners with academic difficulties require effective instructions, approaches and interventions to prevent further difficulties and to augment and support their academic development. When designing an instruction approach or intervention, educators must consider several factors such as: content, the format for delivery, the match between the learner's difficulty and the approach/intervention, whether it is meant to be a class wide approach or targeted for small group or one-on-one settings, the educators involved with the learner must make a joint decision, on the time or day for intervention as stated (Francis, J.D. and Rivera, Mabel, 2006)

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

emotional climate; stable, well-trained personnel; and content and instruction that match the child's needs and interests (Francis, J.D. and Rivera, Mabel, 2006).

(David, S. n. d.), suggests the following salient points:

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

We conclude this topic by a consolidation reward given by Topping, (2000), stated that; However, every attempt at tutoring is not automatically effective, tutoring needs to be thoughtful, well-structured and carefully monitored. Tutors must be clear about how they can help, and how not.

2.1.5.1 Some of General Principles of Tutoring:

- A) **Agree on a consistent time, target tutees, real life goals, and balance support and challenge:** - time on task is a major factor in effective learning. According to different research findings, learning in frequent, short sessions is more effective than in occasional long sessions. The following practical applications are suggested by Topping, (2000),

- Target tutee's real-life goal. Tutees often have strong ideas on what they need help with. Therefore tutors have to start with the tutees immediate concerns.
- Explore understanding. Tutors need to find out what tutees already know and what they think they know that is actually incorrect.
- Small steps- tutees often need to learn in very small steps. Do not expect them to make big leaps. Tutors often forget how long it took them to really understand something themselves.
- Balance support and challenge. Tutoring is intended to be supportive, to help the tutee in their struggle to understand. But tutors should not just give tutees the right answer, or just tell or show them how to do something. This might feel helpful, but it will only result in mechanical learning without clear understanding remembering. Understanding process of how to find the right answers is the most important thing.

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

(Roueche, 1977), also stated the practical applications regarding question and prompt;

- Avoid lecture- long complicated lectures are not recommended for tutees rather keeping everything short.
- Concentrate- drifting in to irrelevant conversation harm the tutorial session, because tutoring time is very precious. Therefore staying focusing on the task in hand is advisable.

- Question- when tutors asked their tutees a question it is not recommended to ask for a fact or one-word answer and the questions should be; open ended and encouraging the tutee to talk;
- Review- reviewing what you learned in your previous tutoring session briefly is helpful.
- Variety- mixing up easy and hard tasks.
- Thinking time- as a tutor does not expect the tutee to respond to a question immediately. Tutees need some thinking time and tutors give them that.
- Prompt- tutors are not teachers in that most frequently do not just tell the tutee the answer. To effective tutoring give them a small clue about how to work out the right answer.

C) **Observe performance; check for errors;** ensures all errors are corrected. By closely observing tutees performance, check for errors; and correcting it accordingly might be one of the major principle of tutoring. Errors could be helpful for a positive learning opportunity if recognized as errors, but if not it compounds faulty learning. Some of the errors mentioned as follow: (Topping, 2000)

- Observe tutee performance closely- if errors are not seen and corrected, much faulty learning will take place.
- Check for errors- when you seen an error, try to intervene positively.
- Promote self-correction- when they have found error; in what way is it wrong? Why? How can it be put right?

- Correction procedure- after self-correction, if tutees do not get it right the tutor needs to intervene more.
- Ensure correct correction- tutors do not know everything, so there is a risk they will not notice all the errors the tutee makes. This might be especially necessary if tutor and tutee are not very different in ability in the subject.

D) **Discuss, praise and summarize/ review.** Discussion promotes learning and develops deeper understanding, and praise is a powerful energizer for success, if it is applied correctly. At the end of every tutoring session summarizing a discussion and reviewing the most important points is always helpful. The following practical applications are recommended (Webb, 1989).

- Discuss- discussion will help to establish deeper and wider understanding in the tutee and perhaps also in the tutor.
- Praise- tutoring is a private situation that should be with in a context of trust.
- When to praise- praise for success.
- Effective praise- praise specifying the reason for it.
- Summarize/ review

2.1.6 Academic achievement

Academic achievement or (academic) performance is the outcome of education the extent to which a student, teacher or institution has achieved their educational goals. Academic achievement is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important.

Also John, (2007), defines Academic achievement that can be defined as excellence in all academic disciplines, in class as well as extracurricular activities. It includes excellence in sporting, behavior, confidence, communication skills, punctuality, assertiveness, Arts, Culture, and the like. The definition of academic achievement refers to the level of schooling you have successfully completed and the ability to attain success in your studies. When you receive great grades and when you attend college and graduate school are good examples of academic achievement (Kathryn, 2004).

In educational institutions, success is measured by academic performance, or how well a student meets standards set out by local government and the institution itself. As career competition grows ever fiercer in the working world, the importance of students doing well in school has caught the attention of parents, legislators and government education departments alike.

Although education is not the only road to success in the working world, much effort is made to identify, evaluate, track and encourage the progress of students in schools. Parents care about their child's academic performance because they believe good academic results will provide more career choices and job security. Schools, though invested in fostering good academic habits for the same reason, are also often influenced by concerns about the school's reputation and the possibility of monetary aid from government institutions, which can hinge on the overall academic performance of the school. State and federal departments of education are charged with improving schools, and so devise methods of measuring success in order to create plans for improvement (John, 2007).

In the past, academic achievement was often measured more by ear than today. Teachers' observations made up the bulk of the assessment, and today's summation, or numerical, method of determining how well a student is performing is a fairly recent invention. Different teachers valued different aspects of learning more highly than others, and although some standardization was attempted in order to make the system fairer, the problem continued. Today, changes have been made to incorporate differentiation for individual students' abilities, and exploration of alternate methods of measuring performance is on-going (Kathryn, 2004).

The subjectivity of academic achievement evaluation has lessened in recent years, but it has not been totally eliminated. It may not be possible to fully remove subjectivity from the current evaluation methods. Standardized testing is best responded to by students that excel in reading, mathematics and test-taking, a skill that is not in itself indicative of academic worth. The tests reward visual learners, and give no chance for kinaesthetic or auditory learners to show their abilities. The standardized test fails to recognize students with learning and physical disabilities that do not allow them to complete the test in the same manner or amount of time as other students. Evaluations from classroom teachers, though they give the most detailed information, may still retain bias if individual differentiation and learning styles have not been taken into account (Fenno, 1986).

The tracking of academic performance fulfils a number of purposes. Areas of achievement and failure in a student's academic career need to be evaluated in order to foster improvement and make full use of the learning process. Results provide a framework for talking about how students fare in school, and a constant standard to which all students are held. Performance results also allow students to be ranked and sorted on a scale that is numerically obvious, minimizing complaints by holding teachers and schools accountable for the components of each and every grade (Kathryn.2004).

2.1.7 How to improve special needs student's academic achievement

It is inevitable that have the opportunity (and pleasure) of working with special needs students in the classroom. It may need to make accommodations for some and modifications for others. Providing for the needs of special education students will certainly be one of the greatest challenges as a professional educator (Fenno, 1986).

Measuring student educational progress is important in developing and implementing instructional strategies and evaluating program effectiveness. Measuring helps to knows where

the student's academic level, which means it, helps to improve student's academic achievement. As Fenno, (1986), suggested some of the tools to measure are:

A. **Observation** provides highly accurate, detailed, and verifiable information on student strengths and weaknesses. Observation may be:

- Systematic, wherein the observer gathers data on one or more precisely defined behaviors;
- Non-systematic, in which the observer watches the child at school in the setting of concern and takes notes on the behaviors, characteristics, and personal interactions that seem significant; or
- Standardized, using professionally published systems.

B. **Standardized Rating Scales** Measure Progress in a Uniform Way. Rating scales measure positive and problem behavior, attention, the child's independence skills and other areas. This information allows the IEP team to:

- Determine how strong or weak his skills across settings;
- Measure progress or lack of progress; and
- Document performance over time in a reliable, valid manner.

Rating scales are standardized questionnaires completed by teachers, parents, and others familiar with the student. They provide national comparisons as well.

C. **Record Reviews** Provide Comprehensive Information to Measure Student Progress. In record review, information can be gathered from school cumulative records, school databases, information from previous schools, medical and mental health data, samples of student work accumulated in portfolios, and anecdotal records. Parents may also choose to provide important family history for health and social issues.

D. **Criterion Referenced Testing** Shows Student Progress in Specific Skill Areas.

Criterion referenced tests measure specific skills a student has learned. They are not designed to provide scores for comparison to peers. Instead, they focus on specific skills within a subject area. In primary level basic math, for example, ability to recognize connections between

numbers and quantities, addition of single digits, adding a single digit to a double digit, or other skills would be addressed. These tests provide specific information to teachers to design instruction for students' needs.

E. **Authentic Assessment** Measures Progress in Applied Skills. Authentic assessment rates students' performance on real world tasks. To perform successfully on these tests, students must know the subject area and be able to use that knowledge to perform problem solving tasks. Activities used in authentic assessments may include:

- Conducting research;
- Writing a news article, poem, or short story;
- revising and discussing papers;
- Performing an oral presentation based on a project or analysis; and collaborating with others

F. **Standardized Achievement Tests** Assess Reading, Math, Writing, and Content Areas. Standardized tests may assess reading, writing, math, and content areas such as social studies and science. They provide information on students' abilities in these areas. The advantage of these tests is that they tell parents and teachers how students are performing compared to others on a state or national level.

John, (2007), also stated different strategies for special needs students. Learning disabled students are those who demonstrate a significant discrepancy, which is not the result of some other handicap, between academic achievement and intellectual abilities in one or more of the areas. It is important to remember that learning disabled students are not students who are incapacitated or unable to learn; rather, they need differentiated instruction tailored to their distinctive learning abilities (John, 2007).

John, (2007), stated some strategies for **learning disabled students**.

- Provide oral instruction for students with reading disabilities.
- Provide learning disabled students with frequent progress checks. Let them know how well they are progressing toward an individual or class goal.

- Give immediate feedback to learning disabled students. They need to see quickly the relationship between what was taught and what was learned.
- Make activities concise and short, whenever possible.
- When necessary, plan to repeat instructions or offer information in both written and verbal formats.
- Encourage cooperative learning activities.

Students who have **Emotional Problems** also need some strategies to improve their academic level. John, (2007), also stated that

- Whenever possible, give the student a sense of responsibility. Put the student in charge of something.
- Get the student involved in activities with other students—particularly those students who can serve as good role models for the child.
- Discuss appropriate classroom behavior at frequent intervals.
- Whenever possible, keep the activities short and quick. Provide immediate feedback, reinforcement, and a sufficient amount of praise.

Students with **Attention-Deficit/Hyperactivity Disorder (ADHD)** offer significant and often perplexing challenges for many teachers. Some of the strategies stated by Kathryn, (2004) are:

- Make your instructions brief and clear, and teach one step at a time.
- Provide a quiet work area where students can move for better concentration.
- Combine both visual and auditory information when giving directions.
- Teach relaxation techniques for longer work periods or tests.
- Each day is sure students have one task they can complete successfully.
- Limit the amount of homework.
- Whenever possible, break an assignment into manageable segments.

When working with children with developmental disabilities, teachers can accomplish a great deal by managing the learning environment proactively to prevent behaviour problems and promote learning.

Some additional classroom ideas for improving and accommodating special needs student's academic.

- Use visual cues to orient student in the classroom (Volmer, 1995). Children with developmental disabilities can be much more independent when they have strong visual cues to guide them through the physical space of the classroom.
- Post a clear and predictable daily schedule (Volmer, 1995). Both typical students and those with developmental disabilities crave structure and predictability in their school day. Special needs children, through, can sometimes react more strongly than their non-disabled peers when faced with unexpected change in their daily schedule. When creating daily schedule be sure to match the schedule format to the child's skill level.
- Build student motivation (Koegel and Carter, 1999). Motivation is the 'engine' that drives student engagement and learning. Try these ideas to motivate identified students with whom you work.
- Use strategies to make directions and learning expectations clearly understood (Vollmer, 1995). Provide directions in language the student can understand.
- Provide structured opportunities for student to participate in social interactions (Koegel & Carter, 1999; Volmer, 1995). Children with disabilities are sometimes excluded from social interactions with their peers.
- Create a plan to help the student to generalize their learning across setting and situations. Children with significant disabilities are likely to need explicit programming to generalize skills that they have learned in a particular classroom setting to other setting or situations (Koegel & Carter, 1999, Volmer, 1995).

2.1.8 Teaching methods

A teaching method comprises the principles and methods used for instruction. Commonly used teaching methods may include class participation, demonstration, recitation, memorization, or combinations of these. The choice of teaching method or methods to be used depends largely on the information or skill that is being taught, and it may also be influenced by the aptitude and enthusiasm of the students (Kathryn, 2004).

2.1.9 Teaching strategies for tutorial program

Different instructional techniques are used for some students with special educational needs. Instructional strategies are classified as being either accommodations or modifications (Kathryn, 2004).

An *accommodation* is a reasonable adjustment to teaching practices so that the student learns the same material, but in a format that is accessible to the student. Accommodations may be classified by whether they change the presentation, response, setting, or scheduling. For example, the school may accommodate a student with visual impairments by providing a large-print textbook; this is a presentation accommodation (Kathryn, 2004).

A *modification* changes or adapts the material to make it simpler. Modifications may change what is learned, how difficult the material is, what level of mastery the student is expected to achieve, whether and how the student is assessed, or any another aspect of the curriculum. For example, the school may modify a reading assignment for a student with reading difficulties by substituting a shorter, easier book. A student may receive both accommodations and modifications (Kathryn, 2004). Kathryn, (2004), suggested some examples.

Examples of modifications

- **Skipping subjects:** Students may be taught less information than typical students, skipping over material that the school deems inappropriate for the student's abilities or less important than other subjects. For example, students whose fine motor skills are weak may be taught to print block letters, but not cursive handwriting.
- **Simplified assignments:** Students may read the same literature as their peers but have a simpler version, for example Shakespeare with both the original text and a modern paraphrase available.
- **Shorter assignments:** Students may do shorter homework assignments or take shorter, more concentrated tests, e.g. 10 math problems instead of 30.

- **Extra aids:** If students have deficiencies in working memory, a list of vocabulary words, called a *word bank*, can be provided during tests, to reduce lack of recall and increase chances of comprehension. Students might use a calculator when other students are not.
- **Extended time:** Students with lower processing speed may benefit from extended time in assignments and/or tests in order to comprehend questions, recall information, and synthesize knowledge.

Also Kathryn, (2004), stated some examples of accommodations. These are;

- **Response accommodations:** Typing homework assignments rather than hand-writing them (considered a modification if the subject is learning to write by hand. Having someone else write down answers given verbally).
- **Presentation accommodations:** Listening to audio books rather than reading printed books.
- **Setting accommodations:** Taking a test in a quieter room.
- **Scheduling accommodations:** Students may be given rest breaks or extended time on tests (may be considered a modification, if speed is a factor in the test).

Some teaching strategies while giving the tutor suggested by John, (2007), the first thing is that the teacher should try to build a good Relationship with the tutees by

- Spending time at the beginning of each session to build and maintain positive relationships with student
- Finding common interests
- Asking about their day/ share about your day
- Being genuine and sincere
- Expanding on Strengths and Interests
- Talk with student to discover their strengths and interests (John, 2007).

Kathryn, (2004), also suggest on preparing a good environment. Children struggling with learning often compare themselves with others and, so, may be easily offended and

discouraged. Therefore, it is especially important that there be a calm, blame-free environment. To that end:

1. Establish a routine based on events, not time, (e.g. breakfast, devotions, schoolwork, lunch, etc.). Knowing what to expect—what comes next—has a calming effect.
2. Provide a work area that is quiet and free from distractions. This may require a cardboard carrel, use of ear plugs, scheduling work that requires concentration when other children are napping, being supervised in another room, or attending activities outside the home.

2.1.10 Teaching strategies during tutorial program

All students, but particularly SLOW students, need and want structure! Vollmer, (1995), suggested that

- Set and review “visual” schedule each session
- Start and end with areas of strength
- Incorporate movement/breaks
- Erase/cross out activity after it is complete
- Chunking/grouping
- Covering up additional problems
- Provide intermittent reinforces
- Specific positive praise

Other strategies from Fenno, (1986), are suggested

- Prompt Hierarchy--- Start with “Proximity.” Give the student a chance to respond (5-10 seconds) before moving to the next prompt. Do not over prompt- the goal is INDEPENDENCE!
- Proximity- Stand near student, move stimuli /object/ assignment closer. NON

VERBAL

- Modeling- Use a peer to show the student what he/she should be doing. Point to another student that is working/ behaving appropriately.

- Gesture- Show with hands, eyes, pointing, etc.
- Verbal- Saying or repeating a direction.
- Demonstrate- The adult performs the task to show the student how to complete the request.
- Physical- hand or hand assistance, guiding the student (taking their hand, etc.)

Beside the above strategies Koegel and Carter, (1999), suggested that each day provide an opportunity for the child to engage in something he enjoys or does well. This offers a necessary balance to struggles in areas of weakness. Vary tasks so that the teacher is not using the same type of focus or the same muscles so long that to becomes overly fatigued or discouraged. Some of the strategies are:

1. Use simple commands with as few words as possible, having the child then carry out that instruction.
2. Demonstrate chores or tasks rather than relying on verbal explanations alone.
3. Use concrete materials, manipulative, experiments, and charts to aid instruction.
4. Use a multi-sensory approach to introduce or practice a concept rather than limiting instruction to whatever appears to be the child's learning style—visual, auditory, or kinesthetic.
5. Expect to spend a great deal of time on repetition and practice before mastery is achieved (Koegel and Carter, 1999).

Kathryn, (2004), suggested some strategies for language skills

If the student has difficulty reading written material, then try...

- Find a text written at lower level
- Provide highlighted material
- Rewrite the student's text
- Tape the student's text
- Provide alternative methods for student to contribute to the group, such as role playing or dramatizing (oral reading should be optional)
- Allow extra time for reading
- Omit or shortening the reading required

- Provide questions before student reads a selection (include page and paragraph numbers)
- Put the main ideas of the text on index cards which can easily be organized in a file box and divided by chapters; pre-teaching vocabulary
- State the objective and relating it to previous experiences
- Help the student visualize what is read (Kathryn, 2004).

If the student has difficulty writing legibly, then try...

- Encourage shared note-taking
- Allow the use of a tape recorder, a typewriter, or a computer
- Teach writing directly
 - o Trace letters or writing in clay
 - o Verbalize strokes on tape recorder
 - o Use a marker to space between words
 - o Tape the alphabet to student's desk
 - o Provide a wallet-size alphabet card
 - o Provide courses in graph analysis or calligraphy as a motivator (Kathryn, 2004).

If the student has difficulty spelling, then try...

- Dictate the work and then asking the student to repeat it (saying it in sequence may eliminate errors of omitted syllables)
- Avoid traditional spelling lists (determine lists from social needs and school area needs)
- Use mnemonic devices ("A is the first capital letter," "The capitol building has a dome")
- Teach short, easy words in context:
- Give a recognition level spelling test (asking the student to circle correct word from three or four choices)
- Teach words by spelling patterns (teach "cake," "bake," "take," etc. in one lesson)
- Use the Language Master for drill (Kathryn, 2004).

There are many practical strategies that are effective in the classroom. It is up to the classroom and special education teacher to ensure that appropriate strategies are being used in the classroom to assist individual learning styles and provide success to all students with special needs. It is recommended that a multi-modal approach be used, visual, auditory, kinesthetic and tactile for optimum success.

Koegel and Carter, (1999), suggest that before starting teaching the classroom environment should be attractive to learn and to teach. Some of the points are

- Provide the use of a study carrel when necessary.
- Seat student in area free from distractions.
- Eliminate all unnecessary materials from student desk to reduce distractions.
- Use a checklist to help student get organized.
- Keep an extra supply of pencils, pens, books and paper in the classroom.
- You may have to allow the student frequent breaks.
- Have an agreed upon cue for student to leave the classroom.
- Reduce visual distractions in the classroom.

After managing the classroom the teacher should differentiate the given time into different tasks.

John, (2007), said that in a period of time the teacher can

- Space short work periods with breaks.
- Provide additional time to complete assignment.
- Allow extra time for homework completion.
- Inform student with several reminders, several minutes apart, before changing from one activity to the next.
- Reduce amount of work from usual assignment.
- Provide a specific place for turning in assignments.

There are also different strategies while the teacher gives an assignment. As Kathryn, (2004), stated:

- Modify expectations based on student's needs.

- Break assignments into segments of shorter tasks.
- Give alternative assignments rather than long written assignments.
- Provide a model of end product.
- Provide written and verbal direction with visuals if possible.
- Break long assignments into small sequential steps, monitoring each step.
- Highlight to alert student attention to key points within the written direction of the assignment.
- Check that all homework assignments are written correctly in some kind of an agenda/homework book. Sign it and have parents sign it as well.
- Number and sequence steps in a task.
- Provide outlines, study guides, copies of overhead notes.
- Explain learning expectations to the student before beginning a lesson.
- Make sure you have the student's attention before beginning a lesson.
- Allow for student to use tape recorders, computers, calculators and dictation to obtain and retain assignment success.
- Allow oral administration of test.
- Limit the number of concepts presented at one time.
- Provide incentives for beginning and completing material (Kathryn, 2004).

The above strategies are methods for the teaching but it is not enough to use these strategies because as mentioned earlier special needs need a good relationship to get their attention. As Vollmer, (1995), stated the teacher should;

- avoid confrontations and power struggles
- Provide an appropriate peer role model.
- Modify rules that may discriminate against student with neurological disorder.
- Develop a system or code that will let the student know when behavior is not appropriate.
- Ignore attention seeking behaviors that are not disruptive to the classroom.
- Arrange a designated safe place that student can go to.
- Develop a code of conduct for the classroom and visually display it in an appropriate place where all students can see it, review it frequently.

- Develop a behavior intervention plan that is realistic and easily applied.
- Provide immediate reinforcers and feedback (Vollmer, 1995).

Delivering an academic program to a room full of unique students is certainly a challenge. Implementing some of the listed strategies will provide a comfortable learning place for all students regardless of their academic abilities. Kathryn, (2004), suggested that the best teaching strategy for the tutorial program is cooperative learning. This strategy helps the students to be engage in every activity in the classroom.

Some scholars such as John T., Kathryn L. and Vollmer suggested that Cooperative Learning Strategies help students to engage. During cooperative learning students may not immediately grasp or understand directions when working independently, and will often need to have directions repeated or reinforced. However, when assigned to work as a group. These strategies build their capacity to understand instructions and follow directions increases as they observe and interact with each other. Most students' find it easier to problem solve in a group than it is to do so independently. The social interaction among students helps to generate ideas and creative thinking.

In a cooperative learning situation, students are required to help each other. The strategies are designed to help students learn how to verbalize questions and answers that help other students to understand (John, 2007).

Active learning increases overall when cooperative learning strategies are incorporated into daily class routines; it also serves to prepare students for group project work. The successful completion of the project embodies the principles of cooperative learning – students working interdependently, helping each other to achieve their goals and to engage in active learning (Vollmer, 1995).

2.1.11 Experience of developing countries:

The Practice of tutoring program for Special needs children in Nigeria

The Experience Corps (EC) program brings adults into public elementary schools to tutor and mentor students who are at risk of academic failure and special needs. Older adults are recruited to serve in this program and receive training to prepare them for their service assignments, focused on literacy and relationship building. Each Experience Corps volunteer, or “member,” is assigned as part of a team to a local elementary school participating in the program. At the beginning of the school year, teachers refer special needs students to the program; and EC members begin regular tutoring with the children.

The volunteers are screened, interviewed, and receive training focused on special needs education and relationship building. They are then assigned to local elementary schools participating in the program. At the beginning of the school year, teachers refer special needs students to the program, and EC members begin regular sessions with the children. They work with the students throughout the academic year.

The EC members provide one-on-one tutoring, and most work about 15 hours per week. Across all program sites in the country, over two-thirds of the members receive a small Stipend for this high-commitment role (Nancy and Melissa, 2009).

In regard to the essential elements of the EC program, there are similarities among the two sites. Across all two cities, the EC intervention is a one-to-one pull-out program—meaning the tutors work individually with children, most commonly in space outside of the classroom, but sometimes in a more private place in the classroom (Nancy and Melissa, 2009).

Teachers refer students in need of academic assistance. The tutors use a structured curriculum and materials provided by the EC program. The EC members are generally recruited and screened in the same way. EC program coordinators in the two cities take applications, conduct interviews, and check references. The program coordinators provide comprehensive training

and on-going supervision of the tutors. There are regular support/training meetings with the EC staff and members, and EC members receive a performance evaluation. In the two programs, EC staff members provide coordination between the EC tutors and the classroom teachers.

Although the study was completed in two cities, these programs represent one-to-one tutoring activities with 1st through 3rd grades in EC programs across the country. The core model of the EC program nationally remains one-to-one tutoring, and the focus of intervention remains younger students in elementary school.

The two sites are participating in the study. The tutors are trained and supported in using a structured curriculum.

The study of tutorial outcomes on special needs students spanned two academic years. In 2006-07, the focus was on Lagos and Abuja (Nancy and Melissa, 2009).

A two group, pre-post- test design with random assignment was used to assess the effects of the EC program. At the beginning of the school year, teachers were asked to refer all special needs students who needed assistance on their academic achievement. Thus, more students were referred than could be served. The names of the referred students were sent to MPR, who sent letters to parents, seeking written permission for the student to participate in the study. MPR applied a lottery system to the referred names to determine which students would be in the EC program. The selected student names were sent to EC program coordinators to assign tutors and begin tutoring sessions. All study participants were pretested as early in the semester as possible. Pretesting occurred from mid-September to end of November. By the end of October, MPR had completed pretesting on 72% of the sample, in all two cities. It attempted to post-test all students beginning one month before the end of the school year, even if they had moved within the district during the academic year (Nancy and Melissa, 2009).

Students referred to the EC program were low achiever students that are special needs students and clearly in need of assistance. Half of the students referred to EC perform as low as or lower than 84% of the students their age nationwide, and 12% score worse than 97% of the population. Despite this high level of need, not all the referred students received supplemental

assistance. EC appears to be a critical part of the network of services available to students who are special needs students (Nancy and Melissa, 2009).

The students in the EC program made statistically greater gains over the academic year on their academic and on assessments of their achievements in their grade made by the teachers (Nancy and Melissa, 2009).

To understand the impact of the EC program, it can compare these effect sizes to those of other and various types of academic achievement interventions. Reading Recovery® (RR) is a one-to-one intensive.

The EC program succeeded in delivering the intervention to a large number of the students. About half of the EC students received between 30 to 49 sessions, and 76% received over 35 sessions. Although program effects were detected in the full sample, including students who received very few EC sessions, program effects were stronger for the subset of EC students who received 35 or more session (.13, .17, .17). These findings suggest that the EC program would be strengthened by attempts to ensure that all students participate in the program at the intended level (Nancy and Melissa, 2009).

In general, it did not find evidence to suggest that the program was differentially effective with various subgroups of students. This implies that it is not necessary to target on gender, ethnicity, grade, or classroom behavior to maximize program impact.

However, findings do suggest that EC students with IEPs, indicating special education, made great improvement than non-special needs students in EC on low academic achievements. Although in the EC program uses some strategies and these strategies help to improve the student's academic. During the program they use good Relationship, praise, provide reinforces, Demonstrate and explain alone, repeating the lesson, using concrete materials, extending time and simplified assignment. The program may benefit from reviewing its approaches to special education students and specifying the curriculum, implementing tutoring training, coordinating with school personnel, and implementing monitoring of student performance (Nancy and Melissa, 2009).

However, this finding is useful to remind EC program directors that the tutoring curriculum matters. A review of all curricula used across the EC programs nationwide and their alignment with both program and school district goals may be useful. Teachers overwhelmingly rated the EC program as beneficial to students, while at the same time, they found that it had no or low burden to them (Nancy and Melissa, 2009).

Tutors perceived that the EC program had a positive impact on students, and their overall relationships with students were good. Further, tutor relationship was related to academic outcomes, with better relationships associated with better outcomes. Clearly, an on-going focus on training tutors to interact in positive ways with the students is important. It is instructive to note that in 18% of the tutor-student matches, the tutors rated the relationship with the student as less than good/excellent. Although a minority of the cases, special support and monitoring of these matches may be warranted. In sum, these findings indicate that the EC program has statistically significant and substantively important effects on academic outcomes. Further, teachers consider the program to be beneficial to students and a low burden to them (Nancy and Melissa, 2009).

The tutorial program for special needs children in Jamaica

In Jamaica, the Ministry of Education and an NGO, The Jamaica Association for Persons with Mental Retardation (JAPMR), are cooperating to address the educational needs of a group of children who have not been achieving success in school.

The PIP

Since 1996, the Primary Intervention Program (PIP) has been assisting schools and teachers with children who have been designated as slow learners or children with mild mental handicaps. They are not eligible for the special education programs in the School(s) of Hope, operated throughout the country, and they are not doing well in the regular classrooms in the regular in which they are placed. They have traditionally been enrolled in school, but over time,

as learning problems develop and frustrations rise, many of these children have dropped out of school -- in many instances to the relief of the teacher. Teachers have had no assistance in dealing with the needs of these children and without intervention; the outcome for many of them is predictable from the beginning. In fact, the idea for the PIP was generated as a consequence of JAPMR staff being "inundated by requests from principals of regular schools for assistance to deal with children who were not coping (Duncan, 2001)."

The Pilot

The PIP effort started with staff from the educational programs operated by JAPMR providing direct assistance to Grade 1 students in two regular schools. In the first year, they assessed the learning needs of 144 students in Grade 1. They found that just 50 of the 144 children met the readiness criteria jointly established by the ministry and the agency. The other 94 children were deemed to be at a level of risk. A group of 25 students, those considered the most at-risk, were individually assessed by agency staff.

The PIP Process

The process led the teachers to be much more aware of the diverse learning needs of the students entering Grade 1. The agency staff noted that classroom teachers wanted these children removed from the classroom. They felt they were unable to teach them. Over time, however, the program led to agency staff providing training for the teachers, providing materials, as well as sharing strategies for meeting the needs of these students. The program was built on the underlying principle that all children can learn and that "teaching styles must be matched with learning styles." The key objective of the program is to "allow the students to stay in their community schools and yet achieve their fullest potential." Workshops were also held to educate teachers on how to identify a child's special needs and how to work with the student even when resources are limited.

The Results

During the pilot, many of the children missed many days of school. Nonetheless, post-testing showed that all of the students made gains, and 52 of the 94 attained a mastery level. The exam results at the end of the year were even better. Both teachers and parents were pleased. At the end of the pilot project, the classroom teachers ". . . realized that these children could be taught."

What Was Learned

The PIP pilot experience indicated there was a need to: revisit the primary school curriculum and ensure the first term be dedicated to student differences and providing experience in school readiness skills; acknowledge that children with mild disabilities can achieve in the regular school system.

Continuing Action

The agency, JAPMR, continues to practice and support the principles of inclusion. They have recently started to refer children in the 12- to 15-year age group from the School of Hope to regular community schools, so they can continue to further their training and development. They report that ". . . (the) . . . demand is overwhelming, and the greater part of our involvement is a result of requests from regular schools that continue to struggle with these children for whom very limited provisions are being made." The pilot project was considered successful and the number of schools in the program was increased from two schools to four. Many more would welcome a place in the project, but current resources have limited participation.

CHAPTER THREE

3.1 Methodology

3.1.1 Research design

Qualitative research methodology is used to carry out this study. Qualitative method of research gives emphasis on understanding through looking closely at people words, actions and documents. It examines the pattern of meaning, which emerges from the data that are often presented in the participants' own words. Its tasks and actions are to represent those constructions of the world as the participants originally experienced it. Likewise, qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomenon in terms of the meaning people bring to them (Debzen and Lincoln, 1994).

This research used case study design with qualitative approach. A case study is an intensive analysis of an individual unit (e.g., a person, group, or event) stressing developmental factors in relation to context. The case study is common in social sciences and life sciences. Case studies may be descriptive or explanatory. The latter type is used to explore causation in order to find underlying principles. They may be prospective (in which criteria are established and cases fitting the criteria are included as they become available) or retrospective (in which criteria are established for selecting cases from historical records for inclusion in the study).

Patton, (2000) offers the following definition of case study: "Case studies are analyses of persons, events, decisions, periods, projects, policies, institutions, or other systems that are studied holistically by one or more methods. The case that is the subject of the inquiry will be an instance of a class of phenomena that provides an analytical frame — an object — within which the study is conducted and which the case illuminates and explicates."

Therefore, case study is a documented study of a specific real-life situation or imagined scenario. Students or trainees are required to analyze the prescribed cases and present their interpretations or solutions, supported by the line of reasoning employed and assumptions made.

➤ Participants

Three sets of participants had used in this study. The first was students from grade 1 to 4 (25 students) who were categorized in to special needs students in WWO academy primary. The second were set of 16 teachers of the primary school who teaches from grade 1 to 4. In the third set were the school administrator and two guidance and counseling officers had been involved.

➤ **Sample size and sampling techniques**

In World Wide orphans Academy there were 16 teachers that teach from grade one to four. These teachers were including on the basis of availability sampling in reference to their duties to the tutorial program (they are the tutor that give the tutorial program for special needs students). That is they had direct relationship with the issues under study. Eight teachers were interviewed and the remaining would be observed. Purposive sampling technique would be employed to incorporate the students, coordinator of the academic and psycho social officers (coordinator of the tutorial of special needs students).

The total number of special needs students in this academy is 24. Using purposive sampling, among these 24 students 8 special needs students are in grade four and eight special needs students are in grade two, these students were participate on two focus group discussion. These students started the tutorial program before last year and the students in grade four are older than the other special needs students. Two focus group discussions were held with grade four and grade two special needs students.

In this academy there are 3 psychosocial officers (coordinator of the tutorial program) and 3 academic administrators. By purposive sampling two coordinators of the tutorial program and one coordinator of the academic was interviewed. Eight special needs students' portfolio from grade one to four had been selected by purposive sampling and would be analyzed using explanatory method.

3.1.2 Instruments of Data Collection

➤ Observation

According to Merriam (1998) observation is a major instrument for collecting data in case study research. It gives a firsthand account of situations under study. It enables the researcher for holistic interpretation of the phenomenon under investigation, when combined with interview and focus group discussion and document analysis. The nature of classroom interaction, teacher's presentation of lessons, and student's maturation participation in the tutorial program had been evaluated by direct classroom observation. Hence observation points would be prepared in the form of checklist and rating would be done during classroom observation.

➤ Document Analysis

The researcher had been used document analysis in order to assess students' achievement level. Students' portfolios had been selected by purposive sampling to analyze student's results. These results were last year and this year scores of four subjects.

➤ Interview

Merriam (1998) suggested that in qualitative case studies interviewing was the major source of dependable data for understanding the phenomenon under study. Hence, the school administrator, teachers and guidance and counseling officers were interviewed on the effects of tutorial program on the special needs students.

➤ **Focus Group Discussion (FGD)**

Focus group discussion would be used as data collection instrument, useful for revealing the beliefs, attitudes and feelings of participants of the tutorial program. Using purposive sampling two focus group discussions would be held in the school with the students (tutees) to examine the participants' view and the general impression of the participants on the effectiveness of tutorial program.

3.1.3 Data Collection Procedures

The structure items of the interview guidelines had been prepared for the interviewees. Besides, the observation checklist had been prepared and used for classroom observations. In addition, the focus group discussion program had been organized for the special needs students in Amharic and the meeting were carried out based on the guideline points designed. And the document analysis had been tried to focus on the students score. At the end, the guiding questions which were initially prepared in Amharic had translated in to English language. To make the data collection effective, all the interview, observation, document analysis and focus group discussion had been managed by the researcher.

3.1.4 Method of Data Analysis

The data had been collected, categorized, organized and analyzed by the researcher and presented in the form of narrations and figures. Illustrative and in depth investigation had been explored. Subsequently the data had been interpreted and presented in the form of narration. At the end the major findings for the research and possible recommendation had been suggested.

CHAPTER FOUR

4.1 Data Analysis and Interpretation

4.1.2 Characteristics of the respondents

The major characteristics of the respondents such as the types of respondents, sex, and level of education summarized as seen in the following table 1.

Table 1: types and the major characteristics of the respondents

Types of the respondents	Level of education							
	Sex		First cycle		College diploma		Degree & above	
	M	F	M	F	M	F	M	F
Coordinator	-	2	-	-	-	-	-	2
Administrator	1	-	-	-	-	-	-	1
Tutor	1	15	-	-	1	14	-	1
Tutee	16	8	16	8	-	-	-	-

4.1.2.1 Information from the tutee

Information from the tutees was selected using the purposive sampling. Sixteen tutees (eleven boys and four girls) were involved in two focus group discussion. What is special about this group is that all focus group participants are taking part in the tutorial program and therefore, as a learner, they know almost everything about the tutorial program for special needs students in detail and it is believed that they can provide adequate information on the matter.

➤ **Tutor**

The selection of the tutor for this thesis was based on purposive sampling. In four classes under the study, they were sixteen teachers all of them were involved in the interview and class room observation. Out of sixteen teachers one is male and fifteen of them are female. All the teachers had diploma and above diploma. All of them worked at the school more than one year which indicate that they know the structure, objective and the importance of the tutorial program.

➤ **Coordinators**

Two psychosocial department officers and one school administrator were selected by purposive sampling. These respondents involved in the interview. All of them had a degree and worked in the school more than three years. The psychosocial department is the coordinator of the tutorial program and the school administrator assist the coordinators and supply teaching materials for the tutorial program.

4.1.3 General Picture of the Tutorial Practice

Time Allotted for the Tutorial Program and the Day of Tutoring

The school based tutorial service is primarily designed to special students who are found in the primary level, first cycle. The period allotment is 2 or 3 times in week for 40 minutes. The tutorial program is regularly given at the student's free play time and on their break time

In the review of the literature, it was clearly stated that the tutoring service was frequently offered after school in a regular school day for one to two hours a day and that counts to two to three times a week. Moreover, the tutoring sessions lasted an hour and not extending beyond two hours in one day (Leslie M. Anderson et.al.2005). Moreover, time on task is taken as a major factor in effective tutoring.

In this regard Keith Topping, 2000, in the general principle of tutoring mentioned that learning infrequent, short sessions is more effective than occasional long sessions is more effective than in occasional.

In our case, the tutoring session conducted at the student's free play time for 40 minutes. This means every student can get the service 3 or 4 times in a week so every students stay in the tutorial class minimum 120 minutes and maximum 160 minutes for a week. When compared with the writing of the literatures and the principles of tutoring: it shows short sessions and these sessions may not produce boredom for students.

Responsible Body in Organizing the Tutorial Service

For a given program to be effective and up to be objective, it should be planned, organized and monitored. Thus in the tutorial program activities the prime task of planning, organizing and making a day to day follow up on the teaching learning process lies on the shoulder of the school psychosocial department.

The major function of the coordinator is enormous to mention, but a few:-

- Helping and counseling teachers and baby citers while the tutorial program given.
- Observing teachers in their class.
- Providing support for tutors and tutees.

Thus, in this school the program implemented as it planned and follow the program day-to-day.

Selecting Tutee

All the participants were asked that whether criteria are set to select special students and whether specific criteria are used or not for the school based tutorial service. All the participants agreed that there are criteria which are used to select students for the tutorial services. They will assign to the tutorial program by their academic results, by their classroom participation and by their psychosocial problem.

Communicating with Parents on Students Progress

Teachers and administrators were asked to identify whether schools communicate the tutorial results to parents or not. Almost all said that there is no communication with parents regarding to the tutorial program.

The respondents say that this all happen because of almost all the parents are illiterate and they did not care that much, the academy do their entire job. It checks the progress of the child on the behalf of their parent. But when students have seen a serious discipline problem or near to fail to pass the grade the school and the teachers communicate the parents.

The selected teachers, coordinators and administrator replied that there are meetings twice in a year. It is the way for making contact with parents. The meeting held not for the purpose of tutorial rather for the other reasons and on the course of time the issue of tutorial is raised and parents are informed.

4.1.4 The special needs students' academic achievement after the tutorial program started

Students show progress when they learn in a best way. Teachers take account of this in the way they organize their lessons and teach. Children making slower progress or having particular difficulties in one area may be given extra help like tutor or remedial program to help them succeed (UNESCO, 1999).

In this study, documents (portfolio) were checked. From the selected documents almost all the data about the students show an improvement on the student's academic performance. As depicted on the table 2 the interviewees and participants of the focus group discussion disclosed that the special needs students result or score show progress on their academic. The teacher responded as follows on the results of special needs students after the tutorial program started;

Students or tutees show some progress on their academic performance. In the teaching-learning process there are three types of students in the classroom, high students (first level), medium students (second level) and lower students (third level). These special needs students are not among these types of students because they have different psychosocial problems so I level them in the fourth level. In my subject last year, at the end of the academic year these students became third level students. The tutorial program gives support to improve their academic performance by identifying their psychosocial problems and prepare their lesson as their level (T₁ 24 April, 2013).

The response of the teacher was:

The program helps the students to achieve on their academic level. But sometimes students decrease their result after they started the tutorial program. This happens because of their psychosocial problem. The tutor sends the students to the counselor to get a treatment on their psychosocial problems. The counselor gives therapy and helps them to solve their problem. If the intervention must change the counselor make new intervention and orient the tutors to apply the intervention during the tutorial program. The students gets supports and shows some progress and some of them became medium students and some of them became lower students (third level). (T₃ 24 April, 2013)

In addition one of the teachers said that:

In my subject the tutorial program helped them to read, to identify some vocabularies and to have a good participation in the classroom. It's not easy to tell that a student has brought a change especially for those students with Sevier psychological problems. But, as I am an English teacher I can tell that some of the students who are attending the tutor class have brought changes in basic skills. Those who had a difficulty in reading before the tutoring have become good readers. Some of them familiar with identifying vocabularies and some increased participation in formal class. Due to the above reasons I can tell that the tutor classes have brought a progress in the academic performance of the special needs students in my subjects. (T₅, 29 April, 2013)

One of the teachers also supports the above idea:

From my point of view they can understand the meaning of words because they even couldn't identify Amharic letters. For this reason this tutorial program plays a considerable role in changing their degree understanding words. (T₇ 25 April, 2013)

The administrator also responded for the same question:

After the tutorial program began, in the second quarter our goal was the tutees to score 50 and above 50 in the four subjects. Most of the students score above 50 but the results are not stable because our students are different and needs so much support. One of the supports is the tutorial program and it shows us a great progress on the special needs academic achievements. I observe the transition from reading the questions during the exam time by teachers to reading the students by themselves. So, I can say that we got a great progress after a tutorial program started. (Ad₁ 29 April, 2013)

Measuring student's educational progress is important in developing and implementing the program. As Fenno, (1986), suggested some of the tools to measure these are observation, standardized rating scales, record reviews, criterion referenced testing, authentic assessment and standardized achievement tests. In the selected school doesn't show they measure the

progress in a uniform way they only gave a test and a final exam with the other non-needy students and put the score in the students' portfolio. Last year, student's portfolio shows a great change in special needs academic performance.

Table 2 Special needs students 1st quarter result for academic year 2004 E.C before the special needs students started the tutorial program

Subject	No. of Special needs Student's portfolio	Below 50%	50% - 64%	65% -79%	Above 80%	No. Of portfolio analyzed
Maths	24	1	2	2	3	8
Amharic	24	-	1	4	3	8
English	24	3	2	2	1	8
E. Science	24	-	-	7	1	8
Total		4	8	13	7	

Table 3 Special needs student 2nd quarter result for academic year 2004 E.C

Subject	No. of Special needs Student's portfolio	Below 50%	50% - 64%	65% - 79%	Above 80%	No. Of portfolio analyzed
Maths	24	-	-	3	5	8
Amharic	24	-	2	6	-	8
English	24	1	4	2	1	8
E. Science	24	-	-	6	2	8
Total		1	6	17	8	

Table 4 Special needs student 3rd quarter result for academic year 2004 E.C

Subject	No. of Special needs Student's portfolio	Below 50%	50% - 64%	65% - 79%	Above 80%	No. Of portfolio analyzed
Maths	24	-	3	3	2	8
Amharic	24	-	1	6	1	8
English	24	-	3	4	1	8
E. Science	24	-	-	5	3	8
Total		-	7	18	7	

Table 5 Special needs student 4th quarter result for academic year 2004 E.C

Subject	No. of Special needs Student's portfolio	Below 50%	50% - 64%	65% - 79%	Above 80%	No. Of portfolio analyzed
Maths	24	-	1	3	4	8
Amharic	24	-	1	3	4	8
English	24	1	3	1	3	8
E. Science	24	-	-	4	4	8
Total		1	5	11	15	

These tables indicate one very important point on the students individual academy result that the students relatively increase their results in the previous year after the students start the tutorial program. In the fourth quarter out of 8 students almost half of them score above 80% in the four subjects and one student scores below 50% in one subject, But in the first quarter four students' score below 50% in two subjects.

In Amharic three students, in English one student, in Mathematics three students and in Environmental Science one student score above 80% in first quarter. As the coordinators said that, these tutees did not start the tutorial program on the first month of the academic year. Because the coordinators need some time to recruit the students to the program. Different students have different needs so time is needed to identify their problem and to apply some intervention to achieve on their academic and psychosocial problem.

In the fourth quarter, in Amharic four, in English three, in Mathematics four and in Environmental Science four students' score above 80%. These results show some progress on the students' academic achievement.

Table 6 Special needs student 1st quarter result for academic year 2005 E.C

Subject	No. of Special needs Student's portfolio	Below 50%	50% - 64%	65% -79%	Above 80%	No. Of portfolio analyzed
Maths	24	1	1	4	2	8
Amharic	24	1	4	3	-	8
English	24	1	3	4	-	8
E. Science	24	-	5	1	2	8
Total		3	13	12	4	

In the 2005 the tutees are the same with last year tutees. As table 6 shown that the special needs students results decrease on some subjects than last year fourth quarter. The researcher asked the teachers and the coordinators to explain, they said that some students result decrease because of summertime the students was not learning for 2 months so they could forget what they was learning. In the first quarter it is a rehearse time for the tutors and tutees.

Table 7 Special needs student 2nd quarter result for academic year 2005 E.C

Subject	No. of Special needs Student's portfolio	Below 50%	50% - 64%	65% -79%	Above 80%	No. Of portfolio analyzed
Maths	24	1	4	3	-	8
Amharic	24	-	2	3	3	8
English	24	3	4	1	-	8
E. Science	24	-	2	4	2	8
Total		4	12	11	5	

Table 8 Special needs student 3rd quarter result for academic year 2005 E.C

Subject	No. of Special needs Student's portfolio	Below 50%	50% - 64%	65% -79%	Above 80%	No. Of portfolio analyzed
Maths	24	1	2	6	-	8
Amharic	24	2	3	1	2	8
English	24	2	4	2	-	8
E. Science	24	-	4	4	-	8
Total		5	12	13	2	

On table 7 and 8 the results shows that most of the tutees are above 50%-79%. The number of the students that scores below 50% increases on third quarter than second quarter. In third

quarter the students that score above 80% decrease. Overall the results are satisfactory and need some improvements on achieving the students score.

4.1.5 The focus and the influence of tutorial program in improving academic achievement of special needs students

4.1.5.1. Focus of the Tutorial Program

Teachers and students were asked to indicate in which areas are the tutoring programs focused during the actual tutoring session.

Among the respondents a teacher explained that:

It focused on contents students have difficulty of understanding in the regular class discussions. In my tutorial class I focused on the four skills and try to divide in their level. I try to modify the lesson that I taught in the formal class. (T₄ 24 April, 2013)

One of the teachers also responded as follows:

I always revised the lesson of the formal class and focused on the four basic operations for arithmetic. Identifying the four basic operations are the basic knowledge in this level. When the special needs clearly identify how to operate the four operations then I will prepare other content. (T₃ 24 April, 2013)

The coordinator of the program suggested that:

The focus area of any tutorial class is decided by the teacher who is teaching that particular subject. In our academy, due to the presence of students with some psychological problems has difference on the focus areas of the tutor class and the teaching learning environments. There isn't mean that we teach students some different lessons but the presence of some hyper active, restless and less interested students in the subject lead the teacher

to create a better environment than the regular class and need to change his or her approach to those students with their problem.

In our academy there is done by like:

- We try to teach the students keeping their mood. Like we let them to learn at the same time while they are hyper active.
- We follow one to one approach than the regular class
- We gave them a game break
- We encourage them to the higher extent.
- We follow flexible way of teaching or better way to teaching the same topic that they have not understand in the regular class
- We take longer time to show easy topics. (C₂ 02 May, 2013)

The administrator responded that:

We focused on developing their level of understanding on every subjects cooperating with psychological department by encouraging them and help them to believe in themselves. So, we could compute those students with the governmental curriculum as the other school.
(Ad₁ 29 April, 2013)

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

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

According to the non-regulatory guidance (2006), supplemental services must consist of academic assistance that is consisted with the content and instruction used by the local education agency and is aligned with the state's academic content standards. But a study made

on the issue concludes that the extent to which providers aligned their curriculum with state standards was unclear.

Similarly, the investigated school deal on the contents of the curriculum is obtained on the issue of the extent to which it is aligned to the formal school curriculum. The structure of tutoring or the emphasis of tutoring in its actual presentation is the same from one teacher to another teacher; usually they focused on the government curriculum that used in the formal class and supplementary materials that were preparing by the teachers.

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

4.1.5.2. The influence of the tutorial program on the special needs academic and on the formal class

Teachers, coordinators and administrator were asked about the tutorial program contribution to the improvement of students' academic achievement through interview. They strongly believe that the tutorial program improves the academic achievement of the tutorial participant special needs students.

Regarding the effectiveness of the tutorial program the respondents had almost similar opinions. Most of the teachers said that:

The tutorial program given by the school was adequate for the special needs students. Most of The special needs students like the program. They show so many progresses not only their academic also on their social lives and expressing themselves easily. The tutorial program initiate the special needs students to have interest on

learning. This interest came because the lesson prepared based on their level. So they can understand easily and show eagerness and interest on learning. (T₁, T₂ and T₈ 24 April, 2013)

The coordinator strengthened the position of those teachers that responded on the above as:

The tutor intervention has its own contribution in the formal class of those students even if it's somewhat difficult to tell its contribution in the formal class because this means that we are trying to the needy students with those are normal or we are trying to see the needy and non-needy as a whole to see the change in the needy one. In our academy we have our own evaluation for the needy as well as for those who are normal in separation. But, when the contribution of the tutor class in the formal evaluates class we expect the student to get at least above average or to score more than 50% in every subject even if it's something that fluctuates. This means, they might score above 50% in one subject and might not another one. (C₁ 02 May, 2013)

Furthermore, a teacher responded that:

The tutorial program has a high effect on getting knowledge on the subject matter or the content of the lesson. And also when the special needs students do not understand the lesson of the formal class. In the tutorial class the students can ask and the tutor can identify easily the harder lesson to the students because the tutors usually use one-to-one approach. (T₃ 24 April, 2013)

In addition, at the time of focus group discussion the tutees raised that they prefer tutorial class than the formal class because the tutors teach them in their level based on their psychosocial problem. The tutorial class also helps them to participate and to concentrate on the formal class lesson. All the respondents agreed on that the formal lesson/content is the same with the tutorial class.

To achieve on any instructional programs, Kathryn, (2004) said that make the instructions' brief and clear, teach one step at a time, provide a quite work area and combine both visual and auditory information when giving direction. Above all Koegel and Carter, (1999) said that build student motivation. Motivation is the engine that drives student engagement and learning. This shows that to achieve on the students' academic performance should create a plan that motivate them to learn.

During the interview the teachers expressed that the tutorial program has a good impact on the formal class. The teachers stated some of the progress of the students on the formal class such as, having a good participation in the classroom, increasing interest on the lesson and developing their concentration. This all bring the students to achieve on their academic. But On the focus group discussion almost all the participants said that they had an interest on learning during the tutorial program rather than the formal class.

4.1.6 The effectiveness of teaching methods of the tutorial program

4.1.6.1 Tutoring and Teaching

In teaching, teachers and students deal on a rigid formal teaching learning process. Nevertheless; the existence of tutoring is passively depends on the presence of teaching. Eliot, (20000, defines tutoring as a special instruction designed to help students catch up a desired level of academic achievement. Tutoring, in this case intended to help tutees with their difficulties in the formal schooling, using a flexible non formal setting.

Among the respondent a teacher said that:

There is a little difference between teaching and tutoring. Teaching is a flow of knowledge from a teacher to the student in a formal way from a certain level of class. This flow might follow the formal governmental curriculum strategies. But, in tutorial program we could use the interest of each student along all subjects. We could

also try to the lower extent up to observing some changes than ever been observed. (T₅ 29 April, 2013)

The coordinator responded on the question of tutoring and teaching;

In our country every academy follows the curriculum set by the educational bureau which is the same in almost every academy. Since the educational bureau have not put in consideration those students with some psychological problems, our tutor class has difference in contrast with the form a teaching process which others schools implement. This is to say that we use some methods in relation to the particular ability that needy students lack. For instance we use instruments like a flash card for students with visual impairment, we increase our voice when we approach a student with hearing impairment, we use game break for the depressed one, we take longer time for those with less understanding ability, and we give a chance to ask whatever they want. (C₁ 02 May, 2013)

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

The other important difference between teaching and tutoring cited by (Keith Topping, 2000) is that: teachers do not have enough time to talk with individual learners about their strategies during the teaching learning process; but, in contrary to teaching, tutoring start at the tutee's current point of understanding and to this effect tutors must establish a strong relationship with students. In short, according to the principles of tutoring Ibid,(2000) suggested that the time table for tutoring is flexible and should be supportive and help the student in their struggle to understand; should have to start with the tutees immediate concerns among others.

But, unlike tutoring, the methodology of teaching is rigid and primarily focused on the imparting of a given curriculum. However, in the investigated school most of the teachers and students consider teaching and tutoring as different activities in their methodology.

The interviews expressed their views in which they use different methodology from the formal classroom teaching. The teachers stated their methodology and its effect on the students' academic.

Two teachers responded on the methodology they used;

Most of the teachers used one-to-one approach, modifying tasks into different parts, simple exercise (not out of the content) and using different teaching aids like flash cards, charts and games.

One of the teachers explained that:

Depending on the student's psychosocial problem my preferable method is one-to-one approach and sometimes I gave breaks during the tutorial session for a few minutes. Usually I used cooperative learning that helps confidently to express something to their peers and develop their social interaction.

In a cooperative learning situation, students are required to help each other. The strategies are designed to help students learn how to verbalize questions and answers that help other students to understand (John, 2007).

Active learning increases overall when cooperative learning strategies are incorporated into daily class routines; it also serves to prepare students for group project work. The successful completion of the project embodies the principles of cooperative learning – students working interdependently, helping each other to achieve their goals and to engage in active learning (Vollmer, 1995).

In addition, at the time of focus group discussion the participants said that the teachers used different approach in the tutorial program. The methods are different from the formal class. All the participants prefer a one to one approach. They also stated their reason some of them said that it helps them to understand easy, the approach helped them to ask and the tutor clarify until they understand.

The coordinator explained on the methodologies that used on the tutorial program;

Personally, I observe those teachers or tutor using different methodologies like:

- Breaking tasks
- Modifying lessons
- One to one approach
- Grouping
- Giving more time
- Praise

I want to say that these methods helped the students to have interest on learning.

(C₂ 02 May, 2013)

During the classroom observation, I observed that all the tutors modify their lessons, used one-to-one approach and different teaching aids. The classroom structure was Safe, visible and accessible for teaching- learning environment.

Most of the tutors used different activities for one task. Among eight teachers one tutor used breaking tasks into smaller pieces. As Kathryn, (2004) and John, (2007) suggested Breaking assignments into segments of shorter tasks helps the special needs to understand the questions and to not be boring.

In the tutorial program the tutor and tutees are participate and only the tutors monitor the tutees during the tutorial session. I observed that the tutor cannot observe all the tutees work for a given period of time.

4.1.7 The availability of skilled manpower and material resources for the tutorial program

4.1.7.1 Material resources

Both teacher and coordinators were asked to indicate the materials teachers used in the practice of tutoring. As the researcher observed the student texts are used as a primary resource material in the tutorial program.

David, Snow. (2003) after investigating several research findings on tutoring forwards those logistical concerns such as availability of materials have a significant effect on the success of a tutoring program. Due to this fact, tutors and tutees access to material is considered to be one of the very important principles in the process of tutoring. These materials may be specific to a tutoring program of regular classroom materials or materials publicly available. Sometimes the materials are specially made and produced by tutors. (Keith Topping, 2000).

The coordinators said that:

They were supplementary materials in every subject and worksheets prepared by the tutors. And the supplementary materials revised every year. If the teacher wants to use another material the logistic officer will help the tutor to get the material on time. This materials that prepared by the teachers try to fulfill the problem of the special needs students on the academic. (C₂ and C₁ 02 May, 2013)

Uniform application of tutoring methodology and instructional material is clearly observed from the responses of teachers and coordinators and administrator. They were supplementary materials in every subject and worksheets prepared by the tutors. In principle the tutoring practice expected to focus on the academic deficiencies of students. In the investigated school almost all teachers rely on text-books and re-teach students what they were taught in their regular classrooms with making a prior investigation on the academic gaps and fulfill this gap

by preparing supplementary materials. And most of them have strategy to align their services with the regular class.

Ibid, 2003, underline that a tutoring programs should have a strong guiding purpose in order to direct tutors in their decision making. The problem also has a strong positive link with tutors' lack of knowledge students and skill about tutoring methodology. By the same token, according to the investigation made every year at the beginning of the tutorial program the administrator emphasizes about the program and tell the guideline of the program and the purpose of the program as an orientation which helps to standardize the tutorial practice. But, these guidelines are not in a written form.

Monitoring the implementation of the tutoring and giving feed back made an intervention when needed is one of the principles of organizing tutoring. In the investigated school this trend is high the responsible body has a program to supervise the program for one year and give feedback for every teachers as it is planned. Also the responsible body makes an arrangement for a peer observation to get the teachers experience from others.

4.1.7.2 Training for Teachers

A school can get skilled manpower by giving training during different time interval. The teachers, coordinators and administrators were asked whether they received training on the special needs or not. Almost all the respondents said that training was given to teachers especially on the special needs students.

One of the teachers said that:

We teachers took training about those special needs students so as to help and understand every problem of the students. So, those teachers have a talent how to manage the special needs students and use their maximum effort to achieve our academic goals. Personally, I observed that those students also preferred the well trained teachers than the others. Generally, our academy plays a considerable role in

giving a path for special needs students by well trained teachers and helpful material resource. (T₂, 24 April, 2013)

Another teacher also supports the above idea:

All the teachers got training on the special needs education. We trained on different behaviors that the special needs show during the learning process and how to handle these behaviors into different strategies. In my opinion the training develops my teaching strategies and to have positive attitude to the special needs students.

A tutoring program becomes effective in addressing the need of low performing students if and only if, tutors are provided with appropriate training. In this regard, topping, (2000) note that tutor must train in general and specific tutoring skills. The general tutoring skills include how to establish a comfortable relationship how to present tasks, how to give clear explanation and etc. The specific tutoring skill includes as specific and relevant to the tutoring method and tutored subject.

Thus according to this study giving special needs training for tutorial providing teachers seems one of the big achievements of the general tutorial practice.

CHAPTER FIVE

Summary, conclusion and recommendations

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

5.1 Summary

The study was aimed at investigating the effectiveness of school based tutorial program for primary education primary cycle (grade 1-4) special needs students of WWO Academy. To achieve the stated purpose, the researcher attempted to identify basic research questions which served as guides in the collection and analysis of data as well as in revealing the specific problems that needs to be addressed in the study.

The specific objectives of the study were to investigate the effectiveness of school based tutorial programs that are provided to special needs student, to find out the influence of the tutorial program in the academic achievement of special needs student and to figure out problems tied with skilled man power and material resources that the tutorial program faced and forward possible recommendations to solve the problems.

The study employed descriptive survey method and the data were collected using a set of interviews and focus group discussions were designed to suit the various subjects of the study. In addition observation was also used for specific purposes. Documents were also visited to supplement data collected using other mechanisms and to get information regarding the topic of investigation.

5.1.1 Findings drawn from the study

Regarding the special needs students result after the tutorial program started, all the respondents have agreed upon the progress of the students or tutees. Most of them believed that the tutorial program helped the students to achieve on their academic achievement. The special needs students show some progress on their academic achievement. Most of the tutees became an average student and identify some basic skills in the four subjects.

It was disclosed that the goal was to score above 50 and most of the tutees score above 50 after the tutorial program started. Because of their different psychosocial problem the results fluctuate in every quarter of the academic year.

Investigating the portfolio of the special needs students can also be used as a mechanism to check if the results have been showed a progress on the special needs students' academic performance. From the information gained that the students relatively increase their results in the previous year after the students start the tutorial program. Last year, in the fourth quarter, out of 8 students almost half of them score above 80% in the four subjects and one student scores below 50% in one subject. This year, in third quarter the students that score above 80% were decrease.

The respondents confirmed that the focus of the tutorial program on the contents that the special needs students have difficulty of understanding in the regular class discussions. The focus area of any tutorial class is decided by the teacher who is teaching that particular subject. Due to the presence of students with some psychological problems have difference on the focus areas of the tutor class and the teaching learning environments. The tutors try to teach the students by keeping their mood and developing their level of understanding on every subjects cooperating with psychological department.

Regarding the effectiveness of the tutorial program to the formal class the respondents had almost similar opinions. After the tutorial program started the special needs students increase their participation and knowledge on the subject matter. They are evaluating the needy and

non-needy together to see the changes in the needy one in the formal class and expect the tutees to score above 50%.

One of the opponents of the tutorial program is the teaching method. All tutees used one-to-one approach; modify the lesson into their level, giving breaks and praise. They used these methods in relation to the particular ability that needy students lack. From the data presented through classroom observation Most of the tutors' used the above methods. Almost all of the observed used teaching aids and different activities for one task. Among eight teachers one tutor used breaking tasks into smaller piece and another tutor used cooperative method. The entire tutor did not have an assistant and couldn't check all the tutees work in a given period of time.

In the tutorial program the student texts are used as a primary resource material. They were supplementary materials in every subject and worksheets prepared by the tutors'. Uniform application of tutoring methodology and instructional material is clearly observed. All the teachers got training on the special needs education. Teachers took training about different behaviors that the special needs students have and different strategies to implement on those behaviors.

5.2 Conclusions

From the already mentioned findings, the following conclusions were drawn:

1. All the data shown that the result of the special needs students' increased after the tutorial program started. The results fluctuate from one quarter to another quarter but the number of the students that score below 50% was rare. However, those who have not shown progress on different subjects were very few in number, they may affect the effectiveness of the tutorial program.
2. The influence of the tutorial program for the formal class was high. The tutees brought a confidence and increased their participation in the formal class. Most of the tutees like the tutorial program than the formal class. This shows that the methodology used in the

formal class need to revise and the administrator should give a high concentration on the approaches.

3. The tutorial classroom was safe, visible, accessible and appropriate sitting arrangement and position classroom Structured. The tutors used the methods for the tutees as flexible and non-formal setting. Most of the participants used one-to-one approach, modifying tasks into different parts, simple exercise (not out of the content) and using different teaching aids like flash cards, charts and games. But it was not seen that they used cooperative learning and breaking tasks. These methods used as major approach for different needy students. The tutor could not check the work of the tutees on time. Because there was no assistance that helps the tutor. Checking the work of the students day to day is sufficient to know the level of the students' academic performance

The student texts are used as a primary resource material in the tutorial program. The tutors prepared supplementary materials for the special needs students as their level. The tutors trained on the special needs students' behavior and strategies. The tutors had a follow up checklist for the special needs students' behavior with appropriate strategies for the behavior.

To conclude the tutorial program was effective on special needs student's academic achievement. Even if, there is a fluctuation of efficiency but their result showed some progress. The tutors use different approaches and planned the lessons based on their levels.

5.3 Recommendations

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

- **Getting uniform results:** the result of the special needs students shows some progress on last year fourth quarter. On this year especially in third quarter did not show high progress. The responsible body of the tutorial program should try to identify the reason for the decreasing results on third quarter of 2005 E.C. The psychosocial department should try to identify the problem of the students that have not a permanent level on their academic. Identifying the

problem helps the tutor to make different strategies. These help to be more engage for the special needs student's development in their academy performance and to use different methodologies before wasting resources and loosing appropriate time for transmitting knowledge on a given Content.

- **Adopting teaching methods:** if the objectives of school based tutorial program for special needs students are to be more successful, more teaching methods should be adopt. The organizing body should influence the tutor to use cooperative learning for different lessons. Cooperative learning helps the tutee to participate in a group, to develop confidence, to express their views to other person and to have a social interaction.
- **Giving training in a short period of time:** special needs education is vast and has many strategies. Skillful man power is important for the tutorial program so the tutor should train twice in a year. This helps to develop new strategies and remind the approaches. During the training the trainer can get experiences from each other and different strategies. So, the school administrator need to give certain training for the teachers which can plays a considerable role in helping the special needs students.

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Appendix-A

Interview for the Teachers

1. How do you describe tutorial program on the relevance and results of enhancing students learning?
2. What are the teaching methodology and material resources that used in the tutorial program?
3. Did you receive training on special needs education?
4. Is there any discussion made between parents of guardians, teachers and students concerning the tutorial program?
5. What are the effects of the tutorial program on student's academic?
6. What are the effects of the tutorial program on the formal class?
7. Would you recommend any and suggestion to facilitate the tutorial program?

Appendix-B

Interview for the Administrator and Coordinator

1. How do you describe tutorial program on the relevance and results of enhancing students learning?
2. What are the teaching methodology and material resources that used in the tutorial program?
3. Is there any discussion made between parents of guardians, teachers and students concerning the tutorial program?
4. What are the effects of the tutorial program on student's academic?
5. What are the effects of the tutorial program on the formal class?
6. Did you evaluate the program day to day?
7. Would you recommend any suggestion to facilitate the tutorial program?

Appendix-C

Focus Group Discussions (FGD) with students

1. How do you describe tutorial program on the relevance and results of enhancing students learning?
2. What is the teaching methodology that used in the tutorial program?
3. Do you believe that the tutorial program improve special needs student's academic achievement?
4. Is there any relation on the contents of formal class and tutorial program?
5. How does the tutorial program have an effect on formal class contents?
6. What are the effective teaching methods for tutorial program? Why?

Appendix-D

Checklist for the observation

Name of the teacher ----- Grade ----- Date -----

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	N	S	A
1. Academic intervention			
1.1. Modification to teaching method of			
1.1.1. Use of different teaching strategies			
1.1.2. One-to-one instruction			
1.1.3. Shorter working periods			
1.1.4. Self-paced tasks			
1.1.5. Frequent monitoring of the child's activities			
1.2. Modification to instructional materials			
1.2.1. Use of multimodalities (such as chalkboards, objects, flashcards, charts, games, etc.)			
1.2.2. Use of activities within a task			
1.2.3. Breaking tasks into smaller pieces			
1.3. Modification of classroom environment			
1.3.1. Appropriate of sitting arrangement and position			
1.3.2. Safe, visible and accessible classroom			
1.3.3. Structured classroom			
2. Behavioral Intervention			
2.1. Use of reinforcement (praise)			
2.2. Use of punishment			
2.3. Planned ignoring			

N= never

S= sometimes

A= always

Declaration

I the undersigned, declare that this thesis is my original work and that all sources of materials used for the thesis have been duly acknowledged.

Name: **Semhar Zerabruk**

Signature: _____

Date: _____

This thesis has been submitted to Examination with my approval as University Advisor.

Name: **Dr. Wossenu Yimam (PhD)**

Signature: _____

Date: _____