PRACTICES AND CHALLENGES OF SCHOOL BASED TUTORIAL PROGRAM FOR FEMALE STUDENTS' IN GENERAL SECONDARY SCHOOLS OF NORTH WESTERN ZONE OF TIGRAY NATIONAL REGIONAL STATE

BY:

HAGOS NIGUSSE G/SLASSIE

ADDIS ABABA UNIVERSTY

SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATIONAL AND BEHAVIORAL STUDIES
DEPARTEMANT OF EDUCATIONAL PLANNING AND MANAGEMENT

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This is to certify that the thesis prepared by Hagos Nigusse G/slassie entitled: *"**Practices and Challenges of School Based Tutorial Program for Female Students' in General Secondary Schools of North Western Zone of Tigray National Regional State .**"* and submitted to the department of educational planning and management in partial fulfillment of the requirements for the degree of master of art in **Educational Leadership** complies with the regulations of the university and meets the accepted standards with respect to originality and quality.

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Internal Examiner	Date	Signature
4._____	_____	_____
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ABSTRACT

The main objective of this study was to assess the practices and challenges of school based tutorial program for female students' in general secondary schools of North Western zone of Tigray National Regional State. To this effect, basic questions were raised regarding the implementation of school based tutorial program for female students, the necessary supports and facilities made available to implement school based tutorial program and the major factors influencing female students' school based tutorial program implementation. This study employed descriptive survey design and made use of quantitative and qualitative approaches. To get valid and reliable information this study obtained data from both primary and secondary sources. The primary sources were female students, teachers, school principals, vice principals and supervisors of Woreda education office using questionnaires, semi structured interview and observation checklist. The secondary sources were school documents and guidelines. In this study, both probability and non-probability sampling techniques were employed. From 8 Woredas of the zone, one urban and four rural Woredas were selected using stratified sampling technique. A total of 175 female students and 69 teachers were taken using simple random sampling. A total of 5 school principals, 5 vice principals and 5 Woreda supervisors were used as a source of data using purposive sampling method, and 50 parents of female students were taken using snow ball technique. The data gathered were analyzed by percentage and mean. The results of the data analysis revealed that the school management did not make the necessary follow up of the tutorial program. The cooperation of the stakeholders and school level actors for female students' school based tutorial program was not sufficient. Incentives for teachers /high scored female students were low. Lack of interest of female students, home school distance, and inconsistency of the tutorial program and shortage of classrooms were the major school related factors negatively influencing the implementation of female students' tutorial programs. Early marriage, using girls as care givers and assistants for mothers and as source of labor were major socio cultural factors impacting the implementation of the tutorial programs. Low economic level of parents had also negative impact on female students' tutorial program. Therefore, to alleviate these problems, stakeholders and school level actors should be interconnected and play a significant role in coordinating, supporting, monitoring and evaluating the implementation of tutorial programs. Schools and Woreda education offices should allocate annual budget from the school budget. It is also advisable for other government offices and NGOs to encourage the implementation of the tutorial program in opening schools closer to the local community and building additional classes in the existing schools to minimize the challenges of female student's tutorial program.

ACRONYMS

BA	Bachelor of Arts
BEd	Bachelor of education
BSc	Bachelor of Science
ESDP	Education Sector Development Program
GPI	Gender parity index
MA	Master of arts
MoE	Ministry of Education
NGOs	Non-governmental organizations
NLCB	No child left behind
PTA	Parent teachers association
UNICEF	United Nations International Children's Emergency Fund
USA	United States of America
WESs	Woreda education supervisors
WWAs	Woreda women's affairs

CHAPTER ONE

INTRODUCTION

This chapter deals with background of the study, statements of the problem, objectives of the study, significance of the study, delimitation of the study, definition of key terms and organization of the study.

1.1. Background of the Study

Education lies at the heart of social and economic development. It has the power to reduce poverty, improve health and promote democracy. Educated people can make thoughtful and informed decisions that will positively affect their family, their community and their government. Moreover, education directly impacts all human development factors including economic activities, women's empowerment, agriculture production, environmental protection and family livelihood security. Accordingly, education is recognized as a form of investment in human being, which yields economic, social and cultural benefits (Woodhall, 1992:3 as Cited in Paulos; 2013)

In developing country like Ethiopia, education is the key to lift out of poverty, allow students to understand the world beyond their own cultures, communities and families and help mother to raise healthier children and to improve their lives. International treaties and authorities agree that basic human rights should be enjoyed by all without discrimination. Basic human rights include personal safety, basic living needs—food, etc., health, education, job opportunities, wages, voice or vote, and property ownership. In all of these areas, however, women fall behind men almost universally. Yet research shows that creating greater gender equality helps create a fair society, raises economic productivity, and helps advance other development goals (Jackson, 2009)

In the contemporary world, high degree of discrimination of females in various aspects including the area of education is prevalent in all developing countries, but it is not so

pronounced in the developed ones (Adam, 1975) cited in Kebede (2011). Gender disparity in education in terms of enrollment, completion rate, dropout rate and the like are characteristics of many African countries. The existence of such gender inequalities and injustice are the most persistent obstacles and blockage towards a steady development through education in developing countries.

In Ethiopia, women's participation in education is constrained by economic, socio-cultural, personal and school related factors. The economic problems are related to parents' inability to send girls to school due to lack of financial capacity especially if schools are far from home. The problem is more serious in rural areas where girls are expected to provide support for their families because of the traditional division of labor. School distance and harassment, feelings of discomfort to participate equally with men are stumbling blocks for female students. In addition, dropout in high school is fuelled by the practice of early marriage and marriage by abduction. (MoE; 2010).

The MoE, 2010 also indicated that Gender equality was already a major priority area and a cross-cutting issue in ESDP III. As a consequence of concerted affirmative action (entry requirements, and financial support such as a pilot scholarship program and tutorial support programs) and overall expansion, the gender parity index (GPI) has considerably improved in favor of females. Despite this major achievement, the gender gap in education prevails at all levels of the system. The gap becomes more visible as one goes higher up the educational ladder. The share of girls admitted to preparatory education is only about one third of the total enrolment.

Like many African and other developing countries, female students' education has not reached the expected level and rather found in its rudimentary stage in Ethiopia (Wondiye, 2007). This writer further elaborates that schools designed different strategies to assist low achieving students in general and female students in particular. The most commonly practiced strategy is the provision of tutorial program which is an additional academic instruction designed to increase the academic performance of students and is performed outside the regular classroom setting.

Despite the existence of favorable education and training policy and affirmative actions offered by the government, female students are still low in number in schools; perform less and the gender gap is wider in Ethiopia (MoE, 2002:4).Cited in Kebede (2011).

The obstacles or challenges to female education in general and their academic performance in particular includes economic, socio-cultural factors, girls are source of labor, early marriage & pregnancies and distance between home of girls and schools (Helena, 1996)

Even though the tutorial program practice is there, no progress is made on the part of female students because there has been less attention to implement the program in a planned, organized and supervised manner. There is also misconception and lack of interest for the program among female students, parents and even teachers due to various reasons (Wondiye, 2007).

Therefore, this research attempts to identify the Practices and Challenges of School Based Tutorial Program for Female Students' in General Secondary Schools of North Western Zone of Tigray National Regional State.

1.2. Statement of the Problem

Investing in women and empowering women lifts entire families, communities and Countries out of poverty. Studies, using cross-country regression, typically revealed that female education has a larger impact on economic growth than male education. They show that investment in women is the single most effective payoff in terms of poverty alleviation and the general prosperity of a country. With more education, women delay marriage and getting pregnant, and they are better able to negotiate the number of children they have. Education can play a critical role in reducing violence against girls and women and enhancing their control over their own bodies (Jackson, 2009).

Even though women play a significant role in the overall development of a nation, they remain under represented at all levels of education owing to different factors. For example, MoE (2010) in the education sector development program (ESDP IV) stated

that in Ethiopia girls' education in general their academic performance in particular is constrained by economic, socio-cultural, familial, personal and school factors.

On the other hand, different scholars expressed the positive impacts of a well planned, coordinated and well organized tutorial program on academic performance of students. For instance, Fager and NWREL (2012) indicated that tutorial program increases mastery of academic skills, improves self esteem and confidence, improves students attitudes toward school, decreases dropout rates, breaks down social barriers and creates new friendships and promotes emotional support and positive role models. Similarly, (Kebede, 2011) noted that tutorial program is beneficiary for students who lag behind their class mates in general and for female students who are in low socio economic level and need educational support than others in particular. Therefore, all schools especially secondary schools should implement a planned, coordinated and well organized school based tutorial program for female students.

From his own experience, the student researcher learned that all secondary schools in the study area are providing tutorial program to improve the academic performance of students in general and that of female students' in particular. Even though tutorial program is being implemented in all schools of the study area, it seems the schools did not put in practice the program in a planned and organized manner. It seems that tutees are not properly assessed and do not get organized feedback for the improvement of their performance and the program itself. On top of this, there were rumors that some schools did not give exam for the tutees after the completion of the program. Due to this, it seems very difficult to expect the program to bring out improvements in female students' performance. Hence, this study tried to clearly assess the extent of tutorial program implementation to improve female students' academic performance and identify challenges in providing the service in general secondary schools of North Western Zone of Tigray National Regional State.

Thus, the study attempted to answer the following basic questions.

1. To what extent do general secondary schools implement school based tutorial program for their female students?

2. To what extent are the necessary supports and facilities made available to implement female students' school based tutorial program?
3. What are the major factors that negatively influenced female students' school based tutorial program implementation?

1.3. Objectives of the Study

The main objective of this study was to assess the practices and challenges of school based tutorial program for female students' in general secondary schools of North Western Zone of Tigray National Regional State.

The Specific Objectives are:

1. To assess the practice of female students' school based tutorial program;
2. To identify the facilities and supports given by school level actors (teachers, principals and parents) and Woreda education offices for the implementation of female students' school based tutorial program;
3. To explore the major factors that negatively influenced female students' school based tutorial program.

1.4. Significance of the Study

The major purpose of this study is to investigate the practices and challenges of school based tutorial program for female students' in general secondary schools of North Western zone of Tigray National. Hence, the study has the following significances.

1. The results of the study and the subsequent recommendations may help teachers, school principals, Woreda education office supervisors and parents of female students to overcome the challenges of school based tutorial program;
2. The study may show appropriate directions of improvements for secondary schools, their practice of school based tutorial program implementation for female students;
3. The results of the study may help the Woreda women's Affairs to work together with schools to alleviate female students' problems;
4. Other researchers who want to conduct related study may make use of the results of the study a reference to further investigate the problem.

1.5. Delimitation of the Study

It would have been more important if it had been conducted at a country level to assess the practices and challenges of school based tutorial program for female students. But due to the financial problem, limited time and to make it manageable, this study was confined to the five government general secondary schools of the sample areas in five Woredas of North Western Zone of Tigray National Regional State. It was also confined to grade 9 and grade 10 female students who attend school based tutorial program. Moreover, the study examined the 2013/2014 academic year practices and challenges of school based tutorial program in the general secondary schools.

1.6. Definition of key terms

Practice: In this research practice refers to the way tutorial program is implemented in secondary school.

Challenge: is a general term referring to things that negatively affect the implementation of tutorial program.

Tutoring: is a familiar tool that schools use to reinforce classroom teaching and improve student achievement (Gordon, 2009).

Secondary school: the school division following primary school in the educational system of Ethiopia, comprising general secondary school, i.e. grade 9 & 10, and preparatory education, i.e. grade 11 & 12 and/or both general secondary and preparatory school

Zone: an intermediate level between the region and Woreda in the context of Ethiopia.

1.7. Organization of the Study

This study has five chapters and each chapter contains its own sub topics. Chapter one deals with the introduction part- that is the background, statement of the problem, objectives of the study, significance of the study, delimitation of the study, Limitations of the Study, definition of key terms and organization of the study. Chapter two of this study deals with the review of related literature. Chapter three discusses research methodology and procedures of the study. In chapter four data analysis and presentation of the research findings is dealt, and at the last in chapter five summaries of the study, conclusion and recommendations of the study is discussed.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.1. Meaning and concepts of Tutoring

2.1.1. Definition of Tutoring

Different scholars defined and viewed tutoring differently. Accordingly, Kalkowski (1995) defined tutoring as a visible activity that emphasizes student leadership and responsibility, fun activities for tutors and tutees, and provides tutor appreciation and recognition throughout the school year. In line with this, Kebede (2011) citing Elliot (2002) confirmed that, tutoring is a special instruction designed to help students lead their effort to each of the track to move them up to the desired level of academic achievement. in his/her way of sharing experience ,Elliot explains that in the USA and Canada, tutoring is common at all levels of schooling from pre schools though college and universities, and the practice typically involves re –teaching subjects or redesigning lesson to make the instruction clearer or more personalized for the beneficiary students.

Moreover, Wikipedia, the free encyclopedia (2013) defines tutoring program as a method of transferring knowledge and may be used as a part of a learning process. More interactive and specific than a book or a lecture; a tutorial seeks to teach by example and supply the information to complete a certain task. Depending on the context a tutorial can take one of many forms, ranging from a set of instructions to complete a task to an interactive problem solving session (usually in academia).

Besides the above definitions Powell (1997) defined Tutoring as assistance that is provided to students by non-professionals to help them attain grade-level proficiency in basic skills and, as appropriate, learn more advanced skills. Tutoring usually involves assisting with homework assignments, providing instruction and fostering good study habits. Classmates, older students, college students, academicians, professionals from other fields, parents and senior citizens can be tutors. This is referred to as "peer tutoring."

Cohen, A. Kulik and C. Kulik, (1982) describes tutoring programs offered in many elementary and secondary schools today differ in an important way from yesterday's tutorial programs. In most modern programs, children are tutored by peers or paraprofessionals rather than by regular school teachers or professional tutors. They further suggests that, Tutoring programs today are open to boys and girls in ordinary classrooms throughout the country. Hundreds of teachers and researchers already have written reports on the effects of such programs on children.

In different countries tutorial is defined in different ways. According to Wikipedia, the free encyclopedia (2013), in British academic parlance, a tutorial is a small class of one, or only a few, students, in which the tutor (a lecturer or other academic staff member) gives individual attention to the students. At Cambridge, a tutorial is known as supervision. In Australian, New Zealand and South African universities, a tutorial (colloquially called a tutee or tut in South Africa) is a class of 10–30 students. Such tutorials are very similar to the Canadian system, although tutorials are usually led by honors or postgraduate students, known as 'tutors'.

Therefore, all the definitions show tutorial program uses for improving academic performance of students who lag behind their class mates.

2.1.2. Theories Underlying Tutoring

According to Powel (1997) various underlying theories applied in the design and evaluation of tutoring programs. These include the role model, behaviorist, socio-linguistic, and Gestalt theories. They are not mutually exclusive. They do suggest, however, different priorities and types of activities that differentially address the needs of the tutee or the tutor.

Role theory*:* uses the concept of "social role" to designate a set of expectations that are associated with particular positions in the social structure (e.g., teacher, student). These expectations define rights and duties. Behavior adheres to the role and not to the actor. Thus, when a student tutor assumes the social role of teacher, behavioral expectations shift for the student and for the students being taught. Responsibility is one of the new roles associated with tutoring. Successful tutoring programs result in observable

improvements in the attitudes of student tutors, their cooperation with the teacher and assumption of greater responsibility for their education. Tutors are perceived by tutees to occupy roles closer to them than to the teacher. Success occurs when there is improvement in the academic performance of tutees.

The behaviorist theory: Tutoring programs that are based on the behaviorist theory are highly structured, with the tutor presenting materials in a specific order. Both tutee and tutor experience success. The tutee is rewarded by the tutor's positive acknowledgment for learning the material presented. The tutor experiences success when the tutee accomplishes greater proficiency with the material.

Socio-linguistic theory: a student's perceptions and ability to perform well in school are determined by speech patterns acquired in early childhood. This theory holds that disadvantaged children learn a 'restricted code' of speech (weak in general concepts) that limits their learning capacity, while middle class children learn an 'elaborated code' of speech that gives them an advantage in the classroom. Tutoring is the technique that is probably best suited to assisting disadvantaged students to expand their speech, and therefore, their potential to succeed academically.

Gestalt theory asserts that learning occurs when the learner can "locate" an item in an intellectual structure or field, or relate an idea to a larger context. This theory suggests that tutors will be the primary beneficiary of the tutoring experience because they have to struggle to make the material meaningful to the tutee through reflecting on their own learning process. This opportunity increases the tutor's awareness of the patterns of learning and consequently helps to develop the ability to see problems in new and different ways.

These educational theories underlay specific benefits sought for the participants in tutoring programs (Goodlad and Hirst, 1989: 61-63):

1. Tutors develop their sense of personal adequacy (Role theory).
2. Tutors find a meaningful use of the subject matter of their studies (Gestalt theory).
3. Tutors reinforce their knowledge of fundamentals (Gestalt theory).
4. Tutors, in the adult role and with the status of teacher, experience being part of a productive society (Role theory).

5. Tutors develop insight into the teaching/learning process and can cooperate better with their own teachers (Gestalt theory and Role theory).

6. Tutees receive individualized instruction (Behaviorist theory).

7. Tutees receive more teaching (Behaviorist theory).

8. Tutees may respond better to their peer than to their teachers (Role theory, Gestalt theory).

9. Tutees can receive companionship from tutors (Gestalt theory).

2.1.3. Classifications of Tutoring

Different writers classified tutorial program in different types through different criteria. Kalkowski (1995) classified tutoring in to two major categories based on the tutor and tutee similarities and differences in age ability, grade and personal characteristics.

Peer tutoring: occurs when a tutor is of the same age, grade, or academic status as his or her tutee. These tutors are competent learners, who with minimal training and guidance, help one or more students learn a skill or concept. It is not necessary for these tutors to be experts in a particular subject for this method to be effective. This method of instruction allows student tutors to help follow students, and in turn, learn by teaching.

Cross-age tutoring: occurs when the tutor is older or in a higher grade level than the student that he or she is tutoring**.** Cross-age tutoring provides an opportunity for older students to serve as tutors/mentors to younger students. These tutors are engaged, challenged to learn and reinforce material taught in class, and allowed to take responsibility and an active role in the learning process. Because of the amount of preparation and responsibility that is associated with cross-age tutoring, the student tutors often gain as much as or more than younger tutees.

In line with the above tutoring classifications Kalkowski(1995) adds Peer and Cross-Age Tutoring Models. These are;

One-to-One Tutoring: Suitable for intensive one on one help in a specific area. Specific sessions can be designed to support the tutee's needs. Tutors are matched together with tutees in pairs. According to research on peer and cross-age tutoring, this is the most effective form of tutoring.

Station Tutoring: Suitable for explicit station activities that use older students to direct and help your students. The station tutor allows the teacher to work with other students.

Floater Tutoring: Suitable for an entire class with a few tutors. Tutors roam the classroom and help students who are experiencing difficulty with their work.

Whole Class, One Schedule Tutoring: Suitable for tutoring that is built into the class schedule and curriculum. In this model, the entire class tutors together at the same time each week.

Whole Class, Multiple Schedules**:** Suitable to fit multiple schedules and classrooms. Allow all students the opportunity to tutor. It emphasizes student responsibility; however, it does not offer a chance for the tutor teacher to observe his/her students.

Tutoring in Shifts :Suitable for small groups of students (up to class size, as long as done in shifts).Allows the teacher to send a smaller group of tutors out and not involve the entire class at one time.

Barely (2002:56) also classified tutoring into three sub-categories.

Volunteer tutoring: consist of tutors who are mostly non professionals and sometimes professionals who are giving their time for merely instinct reward.

Student tutoring: consists of tutors who are different from peer tutors in that they are significantly older or otherwise advanced beyond the academic level of the tutees.

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

In the same way From Wikipedia, the free encyclopedia (2010), also classified tutoring program in to student-to-student tutoring, online tutoring, home tutoring, computer based tutoring, individual tutoring and group tutoring.

There fore all these types of tutoring classified by different writers round to enhance students' academic performance. Besides from the above classifications of tutoring professional tutoring is implemented for female students' school based tutorial program in the study area schools.

2.1.4. Tutoring Program Elements

Fager and NWREL, (2012) identified four elements of Tutoring Program. These are assessment, planning .coordination and recognition. Fager and NWREL, (2012) further elaborate these four elements on the following way.

Assessment: assess in terms of needs assessment-introductory (What does the school need, what is happening now, and what do we need to be doing? Important to gather information from teachers, principal, parents, students, and other school leadership) and resource assessment (what people, materials, space, and time are available, or could be?)

Planning: on program Structure (short Outline or detailed plan for program that includes objectives and projected impact, communication with teachers (regular system of communication to know what the students need help with, content for tutoring), tutors (recruitment and Training) and tutees (identify ongoing participants).

Coordination: of schedule and methods (in class, after-school, etc.), individual participants and program and reporting to school leadership.

Recognition: Celebrate student/program progress and tutor contributions.

These four elements of tutoring program can be used as guidance for schools from beginning to end to practice school based tutorial program effectively.

2.1.5. Tutoring Strategies

An educational public service USA (2011) and Carpenter (2o13) and Silva(2011) are explained tutoring strategies the following way.

According to Carpenter (2o13), in the initial tutoring session tutors should Review what discussed at the previous tutoring session. The writer adds, since many high school courses build on concepts throughout the year, it's important to reinforce the most recent session's lesson and relate it to the current session. Start each tutoring session by briefly reviewing previously learned concepts. In line to this the educational public service USA (2011) also explains Seek out training on subject matter as well as the tutoring procedures clearly establish expectations for the learner to be a more effective tutor. Silva (2011) also supports as tutoring program prioritizes tutor training by implementing a comprehensive training plan, requires an initial program orientation,

initial training and ongoing training and professional development opportunities for tutors.

Another tutoring strategy explained by Carpenter (2o13) was Keep and follow a consistent set of rules: Write them down; post them; refer to them! Rules are necessary, but must be mutually agreed upon with the learner. They must be fair and enforced consistently. An educational public service USA (2011) explains this strategy as identify what homework assignments the student needs help with and create a plan to tackle those tasks and Silva (2011) stated as tutoring program mission statement clearly communicates with the supporting organization's mission and strategic plan, program goals, activities and responsibilities, provides staff with opportunities for professional and skill development, as well as performance appraisals.

Another tutoring strategy was have a clear idea of your own strengths and limitations and check for understanding; an educational public service USA (2011) and Carpenter (2o13) explains this strategy as what skills or knowledge you can offer as a tutor. One reward of tutoring is the opportunity to use and apply what you have learned. Do not move forward until you're certain the student has grasped the concept. Silva (2011) also described as tutoring program use evaluation plan and results to continually improve the quality and effectiveness of its tutoring and clearly outlines how it measures student outcomes.

The fourth strategy was Know the learner: an educational public service USA (2011) explains discover his or her strengths and challenges in learning and Carpenter (2o13) supports as identify how the student learns best, some students are visual learners, while others learn better by listening. Silva (2011) also stated as Tutoring program prioritizes cultural proficiency to effectively meet the diverse needs of all students, selecting staff and tutors, provides initial training and ongoing training.

Another strategy was build a relationship and trust with the student: educational public service USA (2011) and Carpenter (2o13)elaborates as Be aware of the differences between you and the learner, be open and honest, do not be afraid to acknowledge and make sure the learner knows it is safe to not succeed at first. Be understanding and help her overcome any anxiety about her course work or the tutoring

session and explain difficult concepts step by step, making sure the student understands each step before moving forward. In addition to this Silva (2011) adds tutoring program is committed to communicate and engages regularly with families, schools, and community partners.

The fifth strategy was give positive feedback: there fore educational public service USA (2011) and Carpenter (2o13) further explains as high school students might be ashamed that they need tutoring help, and positive feedback can improve their confidence and push them to learn. Listen closely to work out the real problem, assess the situation, use questions to enhance problem solving, demonstrate or model similar processes, don't be afraid to reveal that you don't know something, give positive feedback, use encouraging vocabulary.

The last strategy explained by the educational public service USA (2011) was Summarize and review: Enable follow up, celebrate accomplishment and Keep records for future reference.

Therefore, as the above best practices or strategies implies; to implement the school based tutorial program effectively schools should focus to include the program on their mission and strategic plan, provides initial training and ongoing training, student attendance and participation throughout the year, selects tutors who are appropriate for the student target groups and committed to communicate and engages regularly with stake holders.

2.1.6. Benefits of Tutoring Programs

In General tutoring programs Increases mastery of academic skills , Improves self esteem and confidence, Improves students attitudes toward school, decreases dropout rates, truancies and trades ,breaks down social barriers and creates new friendships and Promotes emotional support and positive role models . It also uses for the Students: One on one instruction, Instruction tailored to specific learning styles and needs ,Instruction free of competition – students can progress at their own pace ,Increased praise, feedback

and encouragement, Companionship with a positive adult role model and Improved social skills. For the Tutors tutoring programs uses as a sense of pride and accomplishment for having helped someone else, Increased academic mastery (especially in cross age and peer tutor situations), Increased self esteem and confidence , Enhanced sense of connection to their community ,Valuable career related experience. For the Teachers tutoring programs uses to reduced time spent on repetitive work – more time to focus on technical and professional tasks, increased monitoring of individual students, Personal gratification in witnessing the success of their students (*Fager and NWREL, 2012)*

Tutoring has become a familiar tool that schools use to reinforce classroom teaching and improve student achievement. That's especially been the case because of no child left behind (NCLB) and its provisions for supplemental education. No matter what the future holds for NCLB, principals and other educators will still need to know what kinds of tutoring are effective and for what purposes. Principals and other educators will benefit from learning more about promising tutoring practices drawn from the best available studies and field research (Gordon, 2009).

Tutoring can be especially beneficial for students who are operating well below their grade level. This aspect is attributed to the fact that tutoring provides a respectful context or atmosphere in which students can review, study and understand material that they have not yet mastered, and is a real motivation to do so. In addition, being responsible for teaching the material promotes a more complex and more meaningful level of understanding on the tutor's part. Tutoring provides an important opportunity for students to gain responsibility and to build their own self-esteem. The experience of being valued, needed, respected, and perceived as competent has a significant impact on the way that these students view themselves. The experience of helping others contributes to their ability to feel successful, like an important component of the whole school community, and that they are having a positive impact on that community. (Kalkowski, P. (1995).

Improving the educational outcomes for students' who are at risk for academic failure is an important issue for educators and policymakers. Recently, before- and after-school tutoring programs have been identified as having the potential to turn academic failure into academic success.(M hock, Pulvers, Deshler. And Schumacher, 2001)

According to Powel (1997) four general positive outcomes of tutoring programs are:

- Tutoring can improve student performance and skills, and provoke student interest in participating fully in the educational process.
- Tutoring benefits can improve the learning of both the tutor and the tutee.
- Tutoring can relieve the strain on teachers of trying to teach large, often mixed-ability classes.
- Tutoring is relatively inexpensive and greatly enriches education.

2.1.7. Ways to Improve Tutoring Programs

Gordon (2009) identified five Ways to Improve Tutoring Programs.

1. Use a diagnostic/developmental tutoring program.

Evidence indicates that when individual diagnosis is structured into a tutoring program, long-term student achievement increases. One effective way of accomplishing this is by having the tutor observe and record student learning skills on a session-by-session basis. This aids in a more accurate diagnosis of specific learning disabilities (Vellutino et al. 1996). Accurate observation can guide the tutor in selecting short diagnostic tests and exercises to better detail individual learning obstacles.

2. Structure the tutoring programs.

Design and implement a highly structured tutoring program for your school. This will help tutors implement more precise individualized tutoring, rather than generic "homework helper" or "drill-and-practice" tutoring that provides little, if any, assistance in improving student classroom achievement (Cohen,Kulik, and Kulik 1982; Ellison 1976; Rosenshine and Furst 1969; Wasik and Slavin 1993).

One example of such a structured program used researched, field-based curriculum scripts to build skill competencies at an introductory, maintenance, or mastery learning level.

3. Use your most experienced teachers as tutors and train them.

Highly trained tutors have consistently produced better tutoring results. In general, tutors are effective because they give students more personalized attention. However, over time this effect tends to fade, and students resume their earlier learning habits. This is why the tutor's professional education, degrees, special credentials, prior professional experience, and specialized training as a tutor can make a major difference in ensuring that a student

achieves better long-term learning gains (Mathes and Fuchs 1994; Shanahan and Barr 1995).

4. The site of the tutoring can maximize long-term results.

The location of tutoring sessions seems to play an important role in the results. Many school tutoring programs are marginalized by poor student attendance or family mobility problems (Shanahan 1998). Longitudinal research compared tutoring provided in different locations: schools, public libraries, community learning centers, and students' homes. The most promising results in improving long-term student achievement were seen in home-based tutoring programs. A number of factors seem to have contributed to these results. When tutoring students in their homes, tutors were more effective in establishing a better learning environment. This occurred because the tutors were trained not just on more effective instructional methods, but also on how to coach parents on ways to support daily learning in the home. These tutors were often the first teachers who had ever visited these homes. The tutors helped parents come to a better understanding of their child's learning abilities and ways to consistently support achievement growth (Gordon,et al. 2007). Research has shown that many parents did not know how to provide a home learning environment that supported their child's classroom achievement (Farkas, Johnson, and Duffett 1999). The tutors met with a parent after every tutoring session and coached them on the fundamentals of providing a quiet, well lighted, distraction-free, home-study site equipped with basic learning materials.

5. Encourage the use of peer tutoring in the classroom.

Peer tutoring can help teachers reduce some of the negative effects of high-stakes testing on classroom instructions. Teachers now report spending more time on test preparation and less time on learning activities (Barksdale-Ladd and Thomas 2000). Evidence shows that peer tutoring may not only help increase student mastery of subject knowledge and general learning skills, but also improve student motivation and sense of empowerment as learners. Peer tutoring can have extremely positive effects on student classroom achievement and has been shown to significantly improve reading comprehension. Peer tutors can reinforce concepts, help tutees practice skills, assist with individual projects,

support problem solving, or challenge tutees' thinking or approaches to learning. Peer tutoring also strengthens tutors' un-skills. To be effective tutors, students need to learn how to interact with peers as learning partners. Peer tutors are more successful if their roles are highly structured, if they are made aware of basic learning principles, if they understand curricular goals, and if they are trained in the appropriate use of tutoring activities and materials. We must not ignore or dismiss the potential hurdles that teachers will face as they consider using peer tutoring in their classrooms. Peer tutoring will require parent and organizational support. Parents generally know very little about peer tutoring; they need to be educated about the role of peer tutoring as a support and supplement to teacher instruction and the benefits of tutoring for both tutee and tutor.

2.1.8. Tutoring Outcomes

Another problem possibly connected with the controversy over the effectiveness tutoring is related to major differences in targeted student outcomes.

In the instructional tutoring model, tutors expect that students will acquire new knowledge, become proficient in not-yet-mastered skills, and learn new skills (Hock et al., 1995; Madden, Slavin, Karweit, Dolan, &. Wasik, 1993; Simmons et al., 1995). Thus, the intended outcome of one-to-one instructional tutoring is the development of skills and knowledge. In contrast, the assignment-assistance tutoring model focuses on the task at hand. That is, in this model, tutors provide help with homework and focus on helping the student complete each assignment and meet the academic demands in his or her classes (Carlson, 1985).

In the strategic tutoring model**,** tutors expect students to learn skills and strategies that support independent learning and apply those skills and strategies to current classroom assignments (Hock et al., 1995). These different focuses of tutoring models make it difficult to determine the relative efficacy of the tutoring programs. For example, if meeting the goals of completing homework or reviewing content for tests and quizzes is a valued outcome, then assignment-assistance tutoring that produces these outcomes might be considered effective. If the valued outcomes of tutoring are an increase in literacy skills and content knowledge, then instructional tutoring that supports the attainment of these outcomes might be considered effective. If the intended goals of tutoring are

increased strategy knowledge, completion of current assignments, and application of learned strategies to authentic tasks, then strategic tutoring that produces these outcomes might be considered effective. Thus, another factor that contributes to the controversy over the effectiveness of tutoring is related to the outcome measures used in tutoring studies. ((M hock, Pulvers, Deshler . And Schumacher, 2001)

As cited in Powel (1997) The Pringle, et. al., study (1990) identified five major characteristics in successful tutoring programs:

- Recruiting at-risk students to serve as tutors and training them to act as mentors reduced stigma associated with receiving help.
- Incentives (such as school credit) encourage tutors to view their tutoring responsibilities as important and productive work.
- Both tutors and supervising classroom teachers should be trained. Tutors needed substantial support in order to be successful, so effective projects included pre service training, ongoing debriefing and problem-solving sessions and reflective journaling.
- The most effective projects employed one-to-one tutor-student matching based on interpersonal bonds.
- Collaborating with local colleges, universities and professional organizations to infuse new ideas and research into schools and strengthen school-community relationships generated broad-based project support.

2.2. Female Education

2.2.1. What is Female Education?

Female education is putting girls in school like boys are, to go through the same western education available to boys. Female education is necessary because girls are human beings like boys, they are citizens of the country, and god has also endowed them with brains just like boys and in some cases even better. (Helena, 1996)

Female education has been identified as more crucial for the advancement of a nation than just education in general (McMichael, 2004). It is now widely recognized that the social returns to female education greatly exceeds those of male education. This is

because development cannot happen without the participation of women in society. The high level of school dropout of female students from public schools in Kenya hinders empowerment of women to participate in implementation of necessary social changes. These include: raising smaller, better nourished and healthier families; women with no education usually have more children (Moraa 1999; United Nations 2005). (Kibugi Humphrey W., Cheserek Grace J., Murgor Florence A., Mutwol Lawrence K. 2013)

2.2.2. How and to what level should female be educated?

All areas of study afforded boys should be made available to girls, fortunately the school curricula these days provides for home management and courses from JSS and needle work even from the primary level and interestingly both sexes benefit from those courses, so why should girls not have access to all the so called "boys subjects" which some girls have ventured in to and excelled. Females should have access to all levels of education, primary, secondary and tertiary, to any level the female's brains will allow here to. (Helena, 1996)

2.2.3. Importance of female education

According to Helena, (1996) Female education

- Enhances their participation in national development
- Improves their states in life
    - Given them self confidence to take independent decisions and stand by them
    - Improves their self esteem
    - Enables to stand up for themselves and achieve greater self fulfillment
    - Make them aware of civic rights
    - Make them to contribute more effectively to social and economic development of the society.
- Brings about better health as future mothers as an educated mother can raise a healthier family because
    - She keeps healthier her self
    - She knows about nutritious foods to increase life expectancy of the future generation she knows how to respond to health related emergencies

- She improves child rearing and development by attending to the health of the children and caring all for them

- Brings about smaller families because educated we men tend to
  - Accept family planning practices because they understand and so reduce birth rates and so have fewer children.
  - Marry late because of the time they spend at school so have fewer children.
- Brings about greater national productivity because females who are educated
  - Have better employment and so earn more income to improve the status of the family.
  - Contribute ideas to national development.
- Prevents early marriage and its attendant health and socio-economic problems.
- Social effect-educated mothers are very interested in all their children getting educated, even better than them and insist on their girls staying in school.

In the same thing the education of women and girls is essential not only to promoting gender equality, but also to addressing the full spectrum of 21st century challenges. Research shows that investing in education is one of the most effective, high-yielding development investments a country can make. (Verveer, 2011)

2.2.4. Challenges to Female Education

2.2.4.1. Socio-Economic Factors:

Education costs money of school materials, uniforms and the absence of the girls on the farm, home or market, so if the family has limited funds, the female education suffers. (Helena, 1996)

Furthermore, as cited in Bentil and Wendwossen(2013) Basic inputs (human and material resources, infrastructure and facilities, instructional time etc) are necessary for learning. Low quality inputs to schools and perceptions of the irrelevance of school further reduce the willingness of parents to send their children to school (Lewis & Luckheed, 2006). For example, parents and students from all regions in Ethiopia expressed a dislike of the shift system of schooling, not regarding it as a full day and a concern about the shortage of teachers (Berry, 2008)

2.2.4.2. Socio- cultural factors

Some parents feel education makes females standup to their rights at home and this will defeat the cultural belief that women should be subservient to men, so refuse education for their girls. And also some parents do not want their girls to attend mixed schools or even to be thought by males, so if the school in the environment is a mixed school then their girls will not have education. (Helena, 1996)

Many families expect girls to get married at an early age and work in the household, for which it is perceived that schooling provides few benefits. According to UNICEF, in total 49% of girls in Ethiopia get married before the age of 17. The girls in rural areas are more likely to give up schooling because of early marriage than their urban counterparts as the proportion of early marriage in rural areas is almost double that of urban areas (55 % versus 27%). Traditional and cultural beliefs reinforce gender stereotypes that give preference to boys over girls in access to education. As previously illustrated, girls have traditionally shared the role of primary care givers with their mothers and they must work alongside their mothers to generate household income in addition to engaging in the household chores. This prevents girls from attending, remaining and performing in school particularly at the upper primary level when they take on more responsibilities including caring for younger siblings and older relations. (Bentil and Wendwossen, 2013)

There are also other cultural barriers exerting strong influence on girl's education. Some religious traditions may restrict women's role as only mothers and nothing more. Girls are sources of labor as Careers of younger brothers and sisters, farmers and formal and informal traders. Girls once married enrich or labor for another family so some parents see their education as an unprofitable venture to invest in and early pregnancies. Helena, 1996)

On the other hand Greenwood, (1998) showed some of the factors of female education: Workload at home, various types of physical and sexual harassment and assault, Early or forced marriage by abduction or elopement (Absuma in Afar), Attitudes that girls are weaker than boys, can't compete with boys, shouldn't speak or eat in front of boys, will leave parents after marriage so investment in girls' education will be wasted, Girls need better clothes and cosmetics to attend school. Boys do not care about such things. (This could be a real or perceived Barrier.)

2.2.4.3.School Related Factors

As different researchers have pointed out, school environment is one of the major factors that affect participation of female students (World Bank, 1988).

The long distance between the homes of the girls and the school make some parents reluctant to send their girls to school. More precisely, factors like the absence or shortage of instructional materials, the attitude of teachers towards female education, in appropriate content of curricula, distance from home to school, poor administration of the school, absence of guidance and counseling service, facilities for personal welfare, dropout and the like are the most common factors affecting girls' participation in education. (Helena, 1996).

Lack of proper reading place where they can use freely, the influence of male students, the influence from male teachers and other staff members and youth from surrounding environment, lack of proper guidance and academic advising problem(Yeshimebrat Mersha, Alemayehu Bishaw and Firew Tegegne,2013)

2.2.4.4. Parental Involvement and Community Participation

Parent involvement includes engaging parents and communities in the governance of schools as well as encouraging parents to create a supportive learning environment for their children at home in which they can study (Lewis & Lockheed, 2006). Involving parents also helps assure them that their girls are safe at school. However, lack of access to educational information at the community level, means that parents lack knowledge and understanding of the functionality of school management structures. Furthermore, members of school management committees and parent teacher associations were not clear about the roles they could play and how they could engage with relevant district structures.

2.3. Sex Differences in Academic Achievement in Ethiopia

While sex is one of the most commonly studied student background variables to assess its effect on the different developmental outcomes of students at different levels of education in the Western and Asian countries; there is a paucity of research in this area in the Ethiopian context. However, there are some few studies which have attempted to investigate whether or not students‟ academic self-efficacy, achievement motivation, and academic performance varies as a function of their sex. Although there are a few inconsistencies, research conducted in different levels of education has demonstrated that

students‟ sex has a considerable effect on their academic self-efficacy, achievement motivation, and academic performance. For instance, Research undertaken in high schools has shown significant sex differences, favouring male students, in academic self-efficacy (Kifle, 2004; Mustofa, 2006; Yalew, 1996, 1997) and achievement motivation (Kifle, 2004). With respect to the effect of sex on academic achievement, consistent findings, those male students significantly outperform their female counterparts. In general, as has been seen in the above mentioned reviews, empirical studies indicate that there are sex differences in academic self-efficacy, achievement motivation, and academic achievement of students at different levels of education. Since the socio cultural conditions in Ethiopia tend to favour the dominance of males over females in different aspects of life, these socio-cultural provisions for male students make them fit and able to have higher academic self-efficacy, achievement motivation, and academic performance than female students. That is, the traditional attitudes and prejudices of Ethiopian society (e.g. negative beliefs held by society about women's capability to succeed in different developmental endeavors) may have adverse effects on the academic self-efficacy, achievement motivation, and academic performance of female students. (Ayele, 2012)

Some interventions to improve girls' attitudes toward and performance in science were effective while others were not. For example, teachers' use of an inquiry approach that combined efforts to raise students' interest and engagement, including appropriate laboratory techniques (Irohegbu, 1998), problem-solving (Adesoji,2008), scientific writing (Olagunju,1996), mastery learning (Olasehinde, 2008) and further study reduced the gap between boys and girls.(Dr. Olasehinde, Kayode John, *2014)*

2.4. Strategies used to improve girls' academic performance and retention

According to Mary Jennings (2013): The following are the main initiatives being taken by schools to support girls' performance:

After-class tutorials: are commonly provided by teachers to build girls' capacity and improve their performance. On occasions tutorials may also be provided on Saturdays and Sundays. Uptake is mixed depending on proximity of the school to home, child labour responsibilities, parental interest and children's motivation. Some girls expressed

satisfaction with girl-only tutorials as it gave them space to interact with the teacher more freely without the presence of boys.

Addressing social barriers through girls' clubs: which are established in every school. They are mandated to create awareness of the value of educating girls in schools and in the community, the negative effects of harmful traditional practices, gender based violence, HIV/AIDS and discrimination; and promote the rights of children and persons with disability. The clubs are found to be effective in assessing and discussing with girls various problems which they face either at the household or community level.

Dropout returning committees: are established with representation from students, a teacher or member of administration of the school, representative of the Parent Teacher Association, kebele representative and a teacher that is born in the community. The committee discusses the challenges faced by the student, and visits the parents and student to try to solve the dropout problem to secure the return of the student back to school.

Address economic barriers: Incentives, feeding programs, and pocket money for school uniforms and materials is provided by some organizations to overcome constraints on girls' participation caused by household poverty and food insecurity.

Incentives/rewards for girls: In collaboration with the Bureau of Women's Affairs, the Bureau of Education should provide financial and material assistance and certificates of appreciation for female students that perform well. NGOs also reward performing girls with cash and/or supplementary reading materials.

General awareness raising with parents: on the importance of girls education is seen by delivers of education as essential, and this is a major area of focus (performance, absenteeism, time for study, etc).

Exercising leadership: whereby students are encouraged to serve as class monitors responsible for ensuring good conduct in class.

Improving the school environment through improved fencing which increases security and provision of separate school latrines for girls and boys.

Involving mothers: to deal with problems faced by girls such as dropouts, labor abuse at home, low achievement etc. Girls spoke of the value of having literate mothers to help them.

Peer study groups: for low achievers.

Generally tutoring program enhances for academic achievement of students in general and for female students in particular if it implemented in a well organized manner and if it addressed the barriers of the program.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Research Design

The purpose of this study was to assess the practices and challenges of school based tutorial program for female students' in general secondary schools of North Western Zone of Tigray National Regional State. The design of this study was descriptive survey (basically quantitative supported by qualitative approach). This design was chosen for the

fact that it would provide comprehensive information about the current practices and existing challenges facing the program.

3.2. Source of Data

To get valid and reliable information, the use of appropriate data source is very important. Therefore, the sources of data for this study included both primary and secondary sources. Accordingly, the primary information were collected from female students who attend the tutorial program, parents of tutorial participant female students, teachers, school principals, vice principals and supervisors of Woreda education offices. These were considered as the main sources of the study because of either direct involvement in the implementation of the program or their responsibilities in guiding and supporting the tutorial program. The secondary sources of data were documents (school records, minutes, guidelines, etc) related to the tutorial program that was available in the sample schools and the literatures reviewed.

3.3. Sample and Sampling Techniques

In this study both "probability and non probability sampling techniques were employed. The research site was North Western Zone of Tigray National Regional State. The Zone was selected purposively due to the fact that the researcher works there and as a result feels that the problems of tutorial program in the zone deserve a study that assesses its implementation and the challenges being encountered. In North Western zone of Tigray National Regional State, there are 8 Woredas and 13 general secondary schools. That is the two urban Woredas of the zone have three general secondary schools (grades 9-10) while the remaining 10 secondary schools (grades 9-10) are found in the six rural woredas of the zone.

In the selection of the sample, the researcher first selected proportionally one urban woreda and four rural Woredas using stratified random sampling technique. Following this, from each Woreda one secondary school was taken. From those woredas that have two general secondary schools, one was selected using random sampling technique. The selected schools were Shire, Hakfen, Endabaguna, Semema and Adidaero secondary schools. These selected schools accounted for 38.5% of the general secondary schools found in the zone.

From the total female student population of 3546 and 281 teachers, 175 (5%) female students and 69(25%) teachers were proportionally selected from the five schools using random sampling technique. The researcher purposely took 5(100%) principals, 5(100%) vice principals and 5(100%) Woreda education office supervisors for this study; that is one from each woreda respectively. Besides, 50 parents of female students were contacted using snowball technique that is 10 parents from each school. The following table summarizes sample and sampling techniques employed in selection of respondents from each score.

Table 1**:** Summary of Sample Students and Teachers Respondents and Schools

Item	Sample First Cycle Secondary Schools and Woredas											Total respondents	
	School	Hakfen		Shire		Semema		Adidaero		Endabaguna			
	Woreda	Medebay Zana		Shire Endaselassie		Tahtay Koraro		Laelay Adyabo		Asgede Tsimbla			
		Total pop.	Sample no.	Total no.	Sample no.	Total no.	Sample no.	Total no.	Sample no.	Total no.	Sample no.	Total no.	Sample no.
Female students	Grade 9	425	21	436	21	170	8	384	19	367	18	1782	87
	Grade10	417	21	528	26	197	10	302	15	324	16	1768	88
	Total	842	42	964	47	367	18	686	34	691	34	3546	175
Teachers		50	12	96	24	33	8	45	11	57	14	281	69

Generally the samples of the study were taken a total of 309 respondents: 175 female students, 69 teachers, 5 (100%) principals, 5 (100%) vice principals, 5 (100%) supervisors and 50 parents of female students.

3.4. Instruments for Data Collection

To collect data for the study, four different data gathering tools were employed in this study. These were questionnaire, semi structured interview, observation checklist and document analysis.

3.4.1. **Questionnaires**

Since, questionnaire is useful instrument to collect primary data from those respondents who can read, understand and give responses and can reach a large number of subjects, the researcher made use of the questionnaire that has both close-ended and open-ended items to secure data from female students and teachers. To ease the process of filling the questionnaire, female audients questionnaire was translated into Tigrigna.

3.4.2. **Interview**

Semi structured interview was used to secure an in-depth data from school principals, vice principals, parents of female students and supervisors of Woreda education office of the sample schools and Woredas. This tool was selected since it is helpful to obtain the opinion, beliefs, feelings and views in detail about the situation from participants themselves.

3.4.3. Document Review

Documents were scrutinized, assessed and analyzed to obtain secondary data. This tool was employed since it had a great importance to include empirical evidence in the study, and it also helped to weight the validity of certain information obtained from different sources. Therefore, documents such as tutorial program formats, programs test papers, mark lists, rosters, and other tutorial related documents were used.

3.4.4. Observation

Observation of the actual tutorial program was employed to get additional evidence to the study. Observation checklist was used to observe number of participant female students in the tutorial class, class size, method of teaching, class arrangement, relationship between teachers and students, the physical environment of the classroom**,** arrangement and duration of the tutorial session etc. Each selected school was observed twice by the researcher.

3.5. Procedure of Data Collection

Before the final questionnaire was distributed to the respondents, the questionnaires, semi structured interview questions and the observational checklist were pre-tested for their validity, clarity and practicality. The discussion and pre test of the drafts were made with the cluster supervisors and teachers of Shire Endaselassie Woreda who were excluded during the main data collection. By taking the inputs obtained from the group into consideration, the questions and checklists were restructured. That means, items found to be ambiguous and unclear were revised, improved and reset. Finally the restructured questions were given/ distributed to the selected respondents to collect the necessary data for the study.

3.6. Method of Data Analysis

Depending on the research design, the quantitative data gathered using questionnaires were checked for completeness and then tallied, tabulated and analyzed using a descriptive statistics; namely percentage and mean. Qualitative method of data analysis was applied for the data obtained from open ended questions, interviews and observation. On the whole, the results of the study were presented, analyzed and summarized accordingly.

CHAPTER FOUR

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the presentation, analysis and interpretation of data gathered from female students, teachers, parents, principals, vice principals and Woreda education supervisors through questionnaire, interview, observation and document analysis. The first part deals with the characteristics of the respondents while the second part is concerned with the presentation and analysis data related to the practices and challenges of the program.

4.1. Characteristics of Respondents

The respondents of this study were female students, teachers, parents, principals, vice principals and Woreda education supervisors of the selected Woredas of the North Western Zone of Tigray National Regional State. The characteristics of these respondents presented in terms of sex, age, educational level, marital status, work experience, field of study and current occupation of parents of female students. The detailed data on these characteristics is summarized in Table 2 and Table 3 below.

Table 2: Respondents by sex and age

No.	variable		Category	Respondents											
				Female students		Teachers		Parents		principals		Vice principals		supervisors	
				No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	Sex		Male			57	82.6	32	64	5	100	5	100	5	100
			Female	175	100	12	17.4	18	36						
			Total	175	100	69	100	50	100	5	100	5	100	5	100
2	Age	Female students age category	Below 15	35	20										
			15-16	95	54.3										
			17-18	38	21.7										
			Above 18	7	4										
		Age category for non-student respondents	Below 20												
			21-25			19	27.5								
			26-30			39	56.5					2	40		
			31and Above			11	16	50	100	5	100	3	60	5	100
			Total	175	100	69	100	50	100	5	100	5	100	5	100

As indicated in the above Table, 57(82.6%) of teachers and 32(64%) of parents and all principals, vice principals and Woreda education supervisors were males, while 12(17.4%) of teachers and 18(36%) of parents were females. This shows that the gender of respondents is dominated by males, and there were no females among principals, vice principals and Woreda education supervisors.

Regarding age, item 2 shows that 35 (20%) of female students were below 15 years; 95(54.3%) were from 15-16 years; 38(21.7%) were from 17-18 years and 7(4%) were above 18 years. This implies that though majority of the students were in the normal school age (15 – 16), there were

significant number of students who were below and above the official school age in the sample schools in the context of Ethiopia. Similarly, data in Table 2 indicates that 19(27.5%) teachers were in the age category of 21- 25 years, 39(56.5%) were from 26-30 years, 11(16%) were 31 and above years. All (100%) principals, parents and woreda education supervisors were 31 and above years. Of the 5 vice principals, 2(40%) were between 26-30 years, 3(60%) were 31 and above years old. From this one could understand that majority of the teachers, parents, principals and Woreda education office supervisors were matured and were believed to give the required information for the study.

Table 3: Respondents by Level of Education, Marital Status, Work Experience, Field of Study and Current Occupation

No.	Variable		Category	Respondents											
				Female students		Teachers		Parents		Principals		Vice principals		WESs	
				No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	Educational Level		Illiterate/ without schooling	-	-	-	-	13	26	-	-	-	-	-	-
			Below grade 9	-	-	-	-	19	38	-	-	-	-	-	-
			Grade 9	87	49.7	-	-	4	8	-	-	-	-	-	-
			Grade 10	88	50.3	-	-	3	6	-	-	-	-	-	-
			Diploma	-	-	1	1.5	8	16	-	-	-	-	-	-
			BA/B.Sc/B.Ed	-	-	68	98.5	3	6	3	60	5	100	4	80
			MA	-	-	-	-	-	-	2	40	-	-	1	20
			Total	175	100	69	100	50	100	5	100	5	100	5	100
2	Marital Status		Single	167	95.4	-	-	-	-	-	-	-	-	-	-
			Married	7	4	-	-	-	-	-	-	-	-	-	-
			Divorced	1	0.6	-	-	-	-	-	-	-	-	-	-
			Total	175	100	-	-	-	-	-	-	-	-	-	-
3	work experience		1- 5 years			26	37.7								
			6-10 years			34	49.3			3	60	3	60	2	40
			11-15 years			5	7.3					1	20	1	20
			16-20			3	4.3			1	20	1	20	1	20
			21 and above			1	1.5			1	20			1	20
			Total			69	100			5	100	5	100	5	100
4	Field of study	Major	Mathematics			16	23.2								
			English			13	18.8								
			Chemistry			14	20.3								
			Physics			12	17.4								
			Biology			11	15.9								
			Civics			3	4.3								
			Total			69	100								
		Minor	Mathematics			14	20.3								
			Chemistry			3	4.3								
			Physics			13	18.8								
			Biology			2	2.9								
			Amharic			8	11.6								
			Total			40	58.0								
			No minor			29	42.0								
5	Occupation		Farmer					23	46						
			Trader					16	32						
			Civil servant					11	22						
			Total					50	100						

Regarding the educational level of respondents, the data shows that 87(49.7%) and 88(50.3%) of female students in grade 9 and10 respectively. This means, almost equal number of students was taken from both grades. The above table shows that only one teacher was diploma holder while the remaining 68(98%) had bachelor degree. Regarding the level of parental education, the table shows that 13(26%) parents were without schooling, 19(38%) were below grade 9. The remaining 4(8%), 3(6%), 8(16%) and 3(6%) were grade 9, grade 10, diploma and B.A/B.Sc degree holders respectively. Of the 5 principals, 3 were first degree holders while the remaining 2 had second degree. All (100%) of the vice principals and 4(80%) of the supervisors were first degree holders while one of the supervisors had master degree. With the exception of one teacher, from the educational level of teachers, principal, vice principals and supervisors, one can observe that they all have the required level of education to serve in general secondary schools.

Regarding marital status of female students as shown in table 3, 167(95.4%) were single, 7(4%), 1(0.6%) were married and divorced respectively. This implies that most of the students were single and marriage might not be a problem or a reason for them not to attend the tutorial programs.

Table 3 also indicates that the respondents' service in teaching profession. Accordingly, 26 (37.7%) of teachers served between 1-5 years; 34 (49.3%), 3 (60%), 3(60%) and 2(40%) of the teacher respondents, principals, vice principals and WESs served for 6-10 years. Still, 5 (7.3%), 1(20%) and 1 (20%) of the teacher respondents, vice principals and WESs had the work experience 11-15 years. Only 3 (4.3%) teacher respondents, one principal, one vice principal and one Woreda education supervisor served for 16-20 years. The remaining respondents (one teacher, one principal and one Woreda education supervisor) had work experience of 21 and above years. From the data related to work experience, one can understand that most of the teacher respondents, principals, vice principals and, WESs had 6-10 years of service in teaching. This relatively shorter experience might have its own impact on the implementation of tutorial programs in the schools.

In terms of field of study, item 4 in Table 3 indicates that 16(23.2%), 13(18.8%), 14(20.3%), 12(17.4%), 11(15.9%) and 3(4.3%) of teachers were Mathematics, English, Chemistry, Physics, Biology and Civics majors. In terms of minor subject, 14(20.3%), 3(4.3%), 13(18.8%), 2(2.9%), 8(11.6%) and 40(58.0%) the respondents have Mathematics, Chemistry, Physics, Biology and

Amharic as their minor area of study. The remaining 29 (42.0 %) of the respondents had only major field of study without minor subject. Thus this data shows most of the respondent teachers were natural science and English teachers.

In terms of occupation of the parents of female students, item 5 in Table 3 shows that 23(46%) were farmers, 16(32%) were traders, and 11(22%) were civil servants. From this one could say that most of the female students' parents were farmers which might have its own impact on female students' participation in the tutorial programs.

4.2. Presentation and Analysis of Data related Practices of Female Students' School Based Tutorial Program Implementation

Table 4. Organization of Female Students' Tutorial Program

No.	Items	Responses	Respondents			
			Female students		Teachers	
			No.	%	No.	%
1	How do you evaluate the organization of tutorial program for female students in your school?	Very good	40	22.9	13	18.8
		Good	44	25.1	14	20.3
		Medium	50	28.6	15	21.7
		Poor	21	12.0	18	26.1
		very poor	20	11.4	9	13.0
		Total	175	100	69	100
2	Did you get an orientation on how to give/take a tutorial program for female students?	Yes	121	69.1	31	44.9
		No	54	30.9	38	55.1
		Total	175	100	69	100
3	Does your school run tutorial program for its female students?	Yes	153	87.4	57	82.6
		No	22	12.6	12	17.4
		Total	175	100	69	100
4	If your answer for question No. 3 is "yes", does your school start the tutorial program for female students' along with the regular teaching learning process?	Yes	65	42.5	20	35.1
		No	88	57.6	37	64.9
		Total	153	100	57	100
5	If your answer for question No. 4 is "No." why your failed to start the tutorial program along with the regular classes (teaching learning program)?	Lack of coordination from the leadership for the program	27	30.7	12	26.7
		Teachers' lack of interest	18	20.5	15	33.3
		female students 'lack of interest	36	40.9	14	31.1
		It is a plan of the school to start the program some time after the regular classes started	7	8.0	4	8.8
		Total	88	100	45	100

As presented in the above table (item 1), in relation to organization of tutorial program, 40(22.9 %) and 13(18.8%) female students and teachers respectively responded very good, 44(25.1%) and 14(20.3%) female students and teachers respectively said that good, 50(28.6%) and 15(21.7%) female students and teachers respectively said that medium, 21(12%) and 18(26.1%) female students and teachers respectively said that poor and 20(11.4%) and 9(13.0%) female students and teachers respectively said that very poor. This generally implies 52% and 60.9 % of female students and teachers responded that medium and poor respectively. Therefore, the organization of tutorial program in the sample schools had their own gap.

Regarding orientation on how to give/take a tutorial program for female students' as shown in table 4 item 2 121(69.1%) and 31(44.9%) of female students and teachers respectively responded 'yes', while 54 (30.9%) and 38(55.1%) of female students and teachers respectively responded 'no'. Thus most female students got an orientation how to attend tutorial program, but on the contrary most teachers did not got an orientation on how give tutorial program. Therefore, as the data implies both in the students and teachers were participated in the tutorial program for female students without taking an orientation on how to give/take for female students' school based tutorial program.

Item 3 of the same table shows that153 (87.4%) and 57(82.6%) of female students and teachers respectively said that schools ran tutorial program for its female students where as 22(12.6%) and 12(17.4%) female students and teachers respectively said that schools did not run tutorial program for its female students.

Regarding starting a tutorial program for female students' along with the regular teaching learning process as shown in table 4 item 4; 65(42.5%) and 20(35.1%) of female students and teachers respectively responded 'yes', while 84(57.57%) and 37(64.9%) of female students and teachers respectively responded 'no'. Therefore, the response implies that in most of the schools did not start a tutorial program for female students' along with the regular teaching learning process. In line with this the interviewees (principals, vice principals and Woreda supervisors), except one principal they said that the schools did not start a tutorial program for female students' along with the regular teaching learning process.

With relating the response in item 4 the reasons for failed to start a tutorial program for female students' along with the regular teaching learning process , 27(30.7%) and 12(12.7%) of female students and teachers respectively responded lack of coordination from the leadership for the program, 18(20.5%) and 15(33.3%) of female students and teachers respectively said teachers' lack of interest , 36(40.9%) and 14(31.1%) of female students and teachers respectively said female students 'lack of interest', 7(8.0%) and 4(8.89%) of female students and teachers respectively responded it is a plan of the school to start the program some time after the regular classes started. Therefore, the major reasons reveal both failure in coordination of the program and lack of interest of teachers and female students themselves. The reasons responded by the interviewees was lack of coordination, lack of knowledge of the academic level of students ,lack of teachers interest and lack of class rooms.

Table 5. Practices Related With the Arrangement of Subjects and Duration of the Program

No.	Items	Responses	Respondents			
			Female students		Teachers	
			No.	%	No.	%
1	What are the subjects given in the tutorial program to female students' in your school?	Maths	132	86.3	55	96.5
		English	126	82.4	55	96.5
		Chemistry	67	43.8	40	70.2
		Physics	84	54.9	43	75.4
		Biology	34	49.3	18	31.6
		Total	153	-	69	-
2	Based on question No. 6 what do you think are the reasons for selection of these subjects?	Difficulty of the subjects	103	67.3	41	71.9
		teachers interest to give the program	8	5.2	4	7.1
		Female students' choice	14	9.2	6	10.5
		school's decision to give priority for some subjects	28	18.3	6	10.5
		Total	153	100	57	100.0
3	Are you involved in offering tutorial program of your subject for female students?	Yes			48	69.6
		No.			21	30.4
		Total			69	100
4	How often do arrange tutorial programs for female students' per week for your subject?	One day	112	73.2	27	56.3
		Two days	41	26.8	21	43.8
		Three days	-	-	-	-
		The whole week	-	-	-	-
		Total	153	100	48	100
5	How do you evaluate the sufficiency of time allocated for female students' tutorial program?	Sufficient	54	35.3	27	47.4
		somewhat sufficient	75	49.0	19	33.3
		No. sufficient	24	15.7	11	19.3
		Total	153	100	57	100
6	How long does the tutorial program take per subject in one day?	30 minutes	18	11.8	5	8.8
		An hour	60	39.2	43	75.4
		1/2 hour	19	12.4	3	5.3
		two hour	56	36.6	6	10.5
		Total	153	100	57	100
7	For how many months is the tutorial program given within the academic year?	3 months	33	21.6	8	14.0
		4-5 months	54	35.3	5	8.8
		6-7 months	20	13.1	22	38.6
		8-9 months	46	30.1	22	38.6
		Total	153	100	57	100

Table 5, item 1 indicates ; the subjects given in the tutorial program to female students' both female students' and teachers 132 said (86.3%) and 55(96.5%), 126(82.4%) and 55 (96.5%),

67(43.8%) and 40 (70.2%), 84(54.9%) and 43(75.4%), 34(49.3%) and 18 (31.6%) were Mathematics, English, Chemistry, Physics and Biology respectively. This data implies majority of the respondents reflect the dominant subjects in the tutorial program were Mathematics and English. the reason was in the five secondary schools the subjects given was different. For example the researcher got response from the interviewees and from the questionnaire in Adidaero and Hakfen secondary school Mathematics and English was only given. On the other hand Biology subject was only given in Endabaguna secondary school.

Table 5, item 2 indicates; the reasons for selection of the subjects reflected in item 1 were 103(67.3%) and 41(71.9%) of female students and teachers respectively said difficulty of the subjects, 8(5.2%) and 4(7.12%) of female students and teachers respectively said teachers interest to give the program , 14(9.2%) and 6(10.5%) of female students and teachers respectively said Female students' choice and 28(18.3%) and 6 (10.53%) of female students and teachers respectively said school's decision to give priority for some subjects. Therefore, from this data one could say that both female students' and teachers for selection of the subjects in the tutorial program were due to the difficulty of subjects. On the other hand the interviewees also support the reasons for selection of the subjects due to the government policy of 70% in the preparatory should enter natural science and 30 % social science; then the schools prefer to include these subjects in the female students' tutorial program.

Table 5, item 3 indicates; from the respondents of teachers 48(69.7%) were involved in the tutorial program, where as 21(30.4%) of teachers were not involved in the tutorial program.

The fourth item regarding the arrangement of tutorial program for female students' per week 112(73.2%) and 27(56.3%) of female students and teachers respectively said one day, 41(26.8%) and 21(43.8%) of female students and teachers respectively said two days. This implies the arrangement of tutorial program for female students' per week in the five schools was different. Because as the researcher checked from his observation, from interviewees and from the questionnaires Semema and Endabaguna secondary schools gave the program once a week and the others was twice a week.

Table 5, item 5 depicts that female students and teachers were asked the sufficiency of time allocated for female students' tutorial program. Accordingly, 54(35.3 %) and 27(47.4%) female students and teachers respectively responded that it was sufficient. while 75(49.02%) and 19(33.33%) female students and teachers respectively said that it was somewhat sufficient. The

rest 24(15.69%) and 11(19.3%) female students and teachers respectively said that it was not sufficient. From this one could say that the time given for the program was not fully sufficient.

Table 5, item 6 depicts that female students and teachers were asked the time given per subject in one day for the tutorial program. Accordingly 18(11.76%) and 5(8.77%) female students and teachers respectively responded that 30 minutes, 60(39.22%) and 43(75.44%) female students and teachers respectively said that 1 hour , 19(12.42%) and 3(5.26%) female students and teachers respectively said that ½ hour while 56(36.60%) and 6(10.52%) female students and teachers respectively said that two hour. Therefore, as the researcher reflected in the above item different time allotment was given in the schools for the program. But according to silva (2011) said that student participants should attend tutoring frequently and consistently with a minimum of 90 minutes per week.

Regarding number of months given within the academic year for the tutorial program as shown in table 5 item 7; 33(21.57%) and 8(14.03%) of female students and teachers respectively responded that3 months, 54(35.29%) and 5(8.77%) of female students and teachers respectively responded that 4-5 months, 20(13.07%)and 22(38.59%) of female students and teachers respectively responded that 6-7 months , 46(30.07%) and 22(38.59%) of female students and teachers respectively responded that 8-9 months. Thus as in item 5and 6 of table 5 explained and the interviewees' support the schools arrange the tutorial program throughout the year but in practice there was a large gap between schools to school and from subject to subject.

Table 6. Follow up and assessments of female students' tutorial program

No.	Items	Responses	Respondents			
			Female students		Teachers	
			No.	%	No.	%
1	Does the school management make the necessary follow up of the tutorial program regularly?	Yes	87	49.7	33	47.8
		No.	88	50.3	36	52.2
		Total	175	100	69	100
2	Does the school assess the progress of female students after providing tutorial program?	Yes	115	65.7	34	59.7
		No.	60	34.3	23	40.4
		Total	175	100	57	100
3	If your answer for question number 2 is "yes", what are the assessment methods commonly used by teachers?	Short tests	70	60.9	28	82.4
		Class works	57	44.9	6	17.7
		Assignments	-	-	-	-
		Total	127	-	34	100
4	Do you attend the tutorial program regularly?	Yes	113	73.9		
		No.	40	26.1		
		Total	153	100		
5	How do you evaluate female students' academic progress after they attend the tutorial program?	Improved	138	90.2	53	76.8
		No. improvement	10	6.5	7	10.1
		Don't know	5	3.3	9	13.1
		Total	153	100	69	100
6	Is there guidance and counseling in the school to help students' benefit from the tutorial program?	Yes	105	60	46	66.7
		No.	70	40	23	33.3
		Total	175	100	69	100

In item 1 of the above table, respondents were asked whether the school management make the necessary follow up of the tutorial program regularly, 87 (49.7%) and33 (47.8%) of the female students' and teachers respectively responded 'yes' and 88 (50.3%) and 36 (52.2%) of the female students' and teachers respectively responded 'no'. This shows mostly the school management did not make follow up of the tutorial program regularly. As it was observed in practice there were problems in document availability (tutorial program plan of the school, time table of the

tutorial program, observation checklist for the tutorial program, number of registered female students list, mark list and roster for the tutorial program and time of discussion of school with female students, teachers, parents) and from the researcher observation check list there were problems in teachers and female students coming to the tutorial class on time, teachers in taking attendance to female students in the tutorial session and in method of teaching of teachers in all schools.

In item 2 of the above table, respondents were asked whether the school assess the progress of female students after providing tutorial program, 115 (65.7%) and34 (59.7%) of the female students' and teachers respectively responded 'yes' and 60(34.3%) and 23 (40.4%) of the female students' and teachers respectively responded 'no'. Even though most of the respondents said yes as the data reveals, there was implications of failures to assess the progress of female students regularly in the schools.

Regarding the assessment methods commonly used by teachers for the tutorial program in item 3 of table 6 depicts that 70(60.9%) and 28(82.4%) of the female students' and teachers respectively responded that short tests, 57(44.9%) and 6(17.7%) of the female students' and teachers respectively responded that class works. therefore most of the teachers who involved in the tutorial program used short test to assess the progress of female students' after providing tutorial program. Regarding female students regular attendance of the tutorial program (in item 4) the above table 6 shows that 113(73.9%) of the female students' responded 'yes' while 40(26.1%) of the female students responded 'no'. Thus, the data reveals that there were female students' themselves who did not attend their tutorial program regularly.

Item 5 of Table 6 depicts female students' and teachers' responses on 'evaluation of female students' academic progress after they attend the tutorial program'. Accordingly, 138(90.2%) and 53(76.8%) of the female students' and teachers respectively responded that improved, 10(6.5%) and7 (10.1%) of the female students' and teachers respectively responded that No. improvement, 5(3.3%) and 9(13.1%) of the female students' and teachers respectively responded that don't know. All the interviewees (principals, vice principals, supervisors and parents) also supported that female students improved their academic progress after they attend the tutorial program. Then from this one could say that tutorial program was mandatory for improving academic progress of students.

Barbie Carpenter (2013), also supports tutorial program is important for improving academic progress of students that states;

> *"High school students struggling in a subject may turn to tutors for help. Tutors should guide students through their problem areas, offering positive feedback to improve their confidence and prepare them for success in the classroom and beyond. With a set schedule and clearly defined goals, tutors can help high school students boost their grades".*

In item 6 in the above Table, female students' and teachers were asked about availability of guidance and counseling in the school to help students' benefit from the tutorial program. Accordingly, 105(60%) and 46(66.7%) of the female students and teachers respectively responded 'yes', 70(40%) and 23 (33.3%) of the female students' and teachers respectively responded 'no'. This implies even though there were guidance and counseling service in the schools, in practice the service could not address all teachers and female students.

4.3. Supports & Facilities Given for Implementation of Female Students' School Based Tutorial Program

Table 7: the cooperation of the stake holders and school level actors for female students' tutorial program

Respondents rated their agreement/disagreement using the scale type satisfactory (4), somewhat satisfactory (3), and unsatisfactory (2). For the sake of analysis, mean scores less than 2.75 were interpreted as poorly practiced in cooperation the program, mean scores 2.75-3.5 as averagely/moderately practiced and means scores greater than 3.5 good practiced.

	Item	Respondents	Response in percent (%) and mean							
			Satisfactory		Somewhat satisfactory		Un satisfactory		Mean	Gm.
			No.	%	No.	%	No.	%		
1	Principals	Female students	106	60.6	30	17.1	39	22.3	3.38	3.29
		Teachers	25	36.2	33	47.8	11	15.9	3.2	
2	Vice principals	Female students	97	55.4	38	21.7	40	22.9	3.33	3.23
		Teachers	25	36.2	28	40.6	16	23.2	3.13	
3	Teachers	Female students	95	54.3	58	33.1	22	12.5	3.42	3.42
		Teachers								
4	Parents	Female students	96	54.9	54	30.9	25	14.3	3.41	2.99
		Teachers	11	15.9	18	26.1	40	58.0	2.58	
5	Peer male students	Female students	47	26.9	57	32.6	71	40.6	2.86	2.73
		Teachers	4	5.8	34	49.3	31	44.9	2.61	
6	PTA	Female students	48	27.4	52	29.7	75	42.9	2.85	2.82
		Teachers	14	20.2	26	37.7	29	42.0	2.78	
7	WESs	Female students	50	28.6	37	21.1	88	50.3	2.78	2.77
		Teachers	12	17.4	29	42.0	28	40.6	2.77	
8	WWAs	Female students	36	37.1	65	20.6	74	42.3	2.78	2.65
		Teachers	7	10.1	21	30.4	41	59.4	2.51	
Total Grand mean		Female students			3.10	2.94				
		Teachers			2.79					

In table 7 item 1 was about the level of principals' cooperation for female students' tutorial program. Accordingly, 106(60.6%) and 25 (36.2%) of female students and teachers respectively responded that the cooperation was satisfactory. 30(17.1%) and 33 (47.8%) of female students

and teachers respectively responded that the cooperation was somewhat satisfactory. The rest, 39 (22.3%) and 11 (15.9%) of female students and teachers respectively, responded the cooperation was unsatisfactory. The data gathered from female students and teachers shows cooperation of principals for female students' tutorial program were moderately practiced /somewhat satisfactory (mean score, 3.38) and(Mean score, 3.2) respectively .Therefore, from this point of view it can be conclude the cooperation of principals for female students' tutorial program were moderately practiced.

Item 2 in table 7 above asks about the level of cooperation of vice principals. Accordingly, 97(55.4%) and 25 (36.2%) of female students and teachers respectively responded that the cooperation was satisfactory while 38(21.7%) and 28 (40.3%) of female students and teachers respectively responded that the cooperation was somewhat satisfactory. The rest, 40(22.9%) and 16 (23.2%) of female students and teachers respectively, responded the cooperation was unsatisfactory. The data gathered from female students and shows cooperation of vice principals for female students' tutorial program were somewhat satisfactory (mean score, 3.33) and (Mean score, 3.13) respectively. Therefore, from this point one could conclude the cooperation of vice principals for female students' tutorial program were moderately practiced.

Item 3 in same table is about the cooperation of teachers. Accordingly, 95(54.3%) of female students responded that the cooperation was satisfactory, 58(33.1%) was somewhat satisfactory and the rest, 22(12.54%) of female students, responded the cooperation was unsatisfactory. This means, the data gathered from female students show that the cooperation of teachers for female students' tutorial program was somewhat satisfactory (mean score, 3.42). Therefore, the cooperation of teachers for female students' tutorial program was moderately practiced.

In response to item 4 of Table 7 (the cooperation of parents for the implementation of tutorial program), 96(54.9%) and 11 (15.9%) of female students and teachers respectively responded that the cooperation was satisfactory, 54(30.9%) and 18 (20.1%) of female students and teachers responded that the cooperation was somewhat satisfactory and the rest, 25(14.28%) and40 (58.0%) of female students and teachers respectively responded the cooperation was unsatisfactory. The data gathered from female students shows cooperation of parents for female students' tutorial program were somewhat satisfactory (mean score, 3.41) and the response

teachers shows that the cooperation of parents for female students' tutorial program were unsatisfactory (Mean score, 2.5) .Therefore, from this data it could conclude the cooperation of parents for female students' tutorial program were moderate, but nearly poor practiced.

In table 7, item 5 asks about the cooperation of peer male students. Accordingly, 47(26.9%) and 4 (5.8%) of female students and teachers respectively responded that the cooperation was satisfactory, 57(32.6%) and 34(49.3%) of female students and teachers respectively responded that the cooperation was somewhat satisfactory and the rest, 71 (40.6%) and 31 (44.9%) of respondents from the female students and teachers respectively responded the cooperation was unsatisfactory. The data gathered from female students shows cooperation was somewhat satisfactory (mean score, 2.86) and the response of teachers shows that the cooperation was un satisfactory (Mean score, 2.61) .Therefore, from this it could be conclude the cooperation of peer male students for female students' tutorial program was poor.

With regard to PTA's cooperation, item 6 in table 7 shows that 48(27.4%) and 14 (20.2%) of female students and teachers respectively responded that the cooperation was satisfactory. 52(29.7%) and 26 (37.7%) of female students and teachers respectively responded that the cooperation was somewhat satisfactory, and the rest 75 (42.9%) and 29(42.0%) of female students and teachers respectively responded the cooperation was unsatisfactory. The data gathered from female students and teachers shows the cooperation of PTA for female students' tutorial program were somewhat satisfactory (mean score, 2.85) and (Mean score, 2.78) respectively. Therefore, from this point of view it could be conclude the cooperation of PTA for female students' tutorial program was moderate.

Item 7 in table 7 shows data collected regarding the cooperation of WESs. Accordingly, 50(28.6%) and 12 (17.4%) female students and teachers responded that the cooperation was satisfactory, 37(21.1%) and 29 (42.0%) of female students and teachers responded that the cooperation was somewhat satisfactory and the rest, 88 (50.3%) and 28 (40.6%) of female students and teachers respectively responded the cooperation was unsatisfactory. The data gathered from female students and teachers shows the cooperation of WESs for female students' tutorial program was moderately practiced/ somewhat satisfactory (mean score, 2.78) and (Mean

score, 2.77) respectively. Therefore, the cooperation of WESs for female students' tutorial program was moderate, but nearly poor practiced.

Item 8 in table 7 asks about the cooperation from woreda women's affairs for female students' tutorial program implementation. Accordingly, 36 (37.1%) and 7 (10.1%) of female students and teachers respectively responded that the cooperation was satisfactory, 65(20.6%) and 21(30.4%) of female students and teachers respectively responded that the cooperation was somewhat satisfactory and the rest, 74 (42.3%) and 41 (59.4%) of female students and teachers respectively responded the cooperation was unsatisfactory. The data gathered from female students shows the cooperation of woreda women's affairs for female students' tutorial program was somewhat satisfactory (mean score, 2.78) and the response of teachers shows that the cooperation of woreda women's affairs for female students' tutorial program was un satisfactory (Mean score, 2.51) .Therefore, from this point of view it could be conclude the cooperation of woreda women's affairs for female students' tutorial program was poor.

Generally, data on the cooperation of the stakeholders and school level actors for female students' tutorial program in the selected schools of the study area shows more or less moderately practiced cooperation with grand mean of 3.1 and 2.9 from female students and teachers respectively, and total grand mean of 2.94. The interviewees' (principals, vice principals , WESs and parents) response also supports Principals ,Vice principals ,Teachers, Parents, Peer male students ,PTA , WESs and WWAs had their own gap in cooperation of female students' tutorial program; but in almost all schools reflected that parents , WESs and WWAs did less support for the program than the others.

Table 8. Schools cooperation to facilitate female students' tutorial program

No.	Items	Responses	Respondents			
			Female students		Teachers	
			No.	%	No.	%
1	Does the school cooperate in creating favorable condition for female students' tutorial program?	Yes	82	46.9	32	46.4
		No.	93	53.1	37	53.6
		Total	175	100	69	100
2	If your answer for question number 1 is "No.", what do you think is the reason? (More than one response is possible).	Principals' carelessness	35	37.6	9	24.3
		Lack of budget	22	23.7	12	32.4
		Lack of enough classrooms	37	39.9	14	37.8
		Lack of interest of parents	3	3.2	4	10.8
		Lack of interest of females themselves	28	30.1	16	43.2
		Total	93	-	37	-

As indicated above, in item 1 female students' and teachers were asked about the school cooperation in creating favorable condition for female students' tutorial program. Accordingly, 82(46.9%) and 32(46.4%) of the female students and teachers respectively responded 'yes', while 93(53.1%) and 37 (53.6%) of the female students and teachers respectively responded 'no'. This implies mostly there was no cooperation from the schools in creating favorable condition for female students' tutorial program.

Item 2 in Table 8 indicates the reasons for absence of cooperation of schools to facilitate female students' tutorial program. Accordingly, 35(37.6%) and 9(24.3%) of female students and teachers respectively reported principals' carelessness , 22(23.7%) and 12(32.4%) of female students and teachers respectively noted lack of budget , 37(39.8%) and 14(37.8%) of female students and teachers respectively said lack of enough classrooms, 3(3.2%) and 4 (10.8%) of female students and teachers respectively said lack of interest of parents and 28(30.1%) and 16 (43.2%) of female students and teachers respectively said that lack of interest of females themselves. Therefore, from this data one could say that even though the degree of cooperating problem is different both in female students' and teachers, the reasons for No. cooperation of schools to facilitate female Students' tutorial program all the given options had their own share. The interviewees (Principals, vice principals, WESs and parents) response and the researcher's observation also Supports the reasons of less cooperation of schools to facilitate female students' tutorial Program was all the given options had their own share.

Table 9. Sufficiency resources for female students' tutorial program

Respondents rated their agreement/disagreement for the sufficiency resources using the scale type high (4), medium (3) and low (2). For the sake of analysis, mean scores less than 2.75 were interpreted as not sufficient (low), mean scores 2.75-3.5 as somewhat sufficient(medium) and mean scores greater than 3.5 as sufficient(high).

	Item	Respondents	Response in percent (%) and mean							
			High		Medium		Low		Mean	Gm.
			No.	%	No.	%	No.	%		
1	Classrooms for tutorial program	Female students	51	29.1	67	38.3	57	32.6	2.97	2.91
		Teachers	21	30.4	17	24.6	31	44.9	2.86	
2	Time for tutorial program	Female students	61	34.9	67	38.3	47	26.9	3.08	3.18
		Teachers	29	42.0	30	43.5	10	14.5	3.28	
3	Textbooks	Female students	112	64.0	42	24.0	21	12.0	3.52	3.57
		Teachers	50	72.5	12	17.4	7	10.1	3.62	
4	Teacher's guide	Female students								3.45
		Teachers	40	58.0	20	29.0	9	13.0	3.45	
5	Incentives for teachers /high scored female students involved	Female students	19	10.9	77	44.0	79	45.1	2.65	2.57
		Teachers	8	11.6	18	26.1	43	62.3	2.49	
6	Reference materials	Female students	29	16.6	77	44.0	69	39.4	2.77	2.89
		Teachers	16	23.2	38	55.1	15	21.7	3.01	
7	Subject related instructional materials	Female students	40	22.9	56	32.0	79	45.1	2.78	2.85
		Teachers	14	20.3	36	52.2	19	27.5	2.93	
Total Grand mean		Female students		2.96		3.02				
		Teachers		3.09						

Item 1 in the above table is about the sufficiency of class rooms for female students' tutorial program in the schools. Accordingly, 51 (29.1%) and 21 (30.4%) of female students and teachers respectively responded that classrooms for tutorial program were sufficient, 67(38.3%) and 17(24.6%) of female students and teachers respectively responded that classrooms for tutorial

program were somewhat sufficient/medium and the rest, 57 (32.6%) and 31 (44.9%) of female students and teachers respectively, responded that classrooms for tutorial program were not sufficient. The data gathered from female students and teachers shows the sufficiency of classrooms for female students' tutorial program was somewhat sufficient (mean score, 2.97) and (Mean score, 2.86) .Therefore, from this point of view it could be conclude the sufficiency of class rooms for female students' tutorial program was somewhat sufficient. The researcher also observed all the class rooms for female students' tutorial program in the schools of the study area. Then in some schools they had shortage of class rooms (like Semema, Endabaguna) but in the others they had enough class rooms.

Item 2 in table 9 asks about the sufficiency of time allotted for female students' tutorial program in the schools. Accordingly, 61 (34.9%) and 29 (42.0%) of female students and teachers respectively responded that the time allotted for tutorial program was high/sufficient, 67(38.3%) and 30(43.5%) of female students and teachers respectively responded that somewhat sufficient/medium and the rest, 47 (26.9%) and 10 (14.5%) of female students and teachers respectively responded low/ not sufficient. The data gathered from female students and teachers shows the sufficiency of time allotted for female students' tutorial program was somewhat sufficient (mean score, 3.08) and (Mean score, 3.28) .Therefore, it could be conclude the sufficiency of time allotted for female students' tutorial program was somewhat sufficient.

In table 9, item 3 asks about the sufficiency of textbooks for female students' tutorial program in the schools. In response, 112 (64%) and 50 (72.5%) of female students and teachers respectively responded that text books for tutorial program were sufficient, 42(24%) and 12(17.4%) of female students and teachers respectively responded that text books were somewhat sufficient/medium and the rest, 21 (12%) and 7 (10.1%) of female students and teachers respectively responded that text books for tutorial program were low/ not sufficient. The data shows the sufficiency of text books for female students' tutorial program was sufficient (mean score, 3.52) and (Mean score, 3.62) respectively. Therefore, from this point of view it could be conclude in the study area schools there was sufficient text books.

In table 9 item 4 is about the sufficiency of teachers guide for female students' tutorial program in the schools. In response, 40 (58%) teachers responded that teachers guide for tutorial program

were high/sufficient, 20(29%) of teachers responded that somewhat sufficient/medium and the rest, 9 (13.0%) of and teachers responded that low/ not sufficient. The data shows the sufficiency of teachers guide for female students' tutorial program was somewhat sufficient (mean score, 3.45).

In table 9, item 5 asks about incentives for teachers /high scored female students who involve in the female students' tutorial program. Accordingly, 29 (16.6%) and 8 (11.6%) of female students and teachers respectively responded that incentives for teachers /high scored female students was high/sufficient , 77(44%) and 18(26.1%) of female students and teachers respectively responded that incentives for teachers /high scored female students was somewhat sufficient/medium and the rest, 79(39.4%) and 43 (62.3%) of female students and teachers respectively responded that incentives for teachers /high scored female students for tutorial program was low/ not sufficient. The data gathered from female students and teachers shows the sufficiency of incentives for teachers /high scored female students was not sufficient (mean score, 2.65) and (mean score, 2.49) respectively.

In table 9, item 6 is about the sufficiency of reference materials. In their response, 29 (16.6%) and 16 (23.2%) of female students and teachers respectively responded high/sufficient, 77(44%) and 38(55.1%) of female students and teachers respectively responded somewhat sufficient/medium and the rest, 69 (39.4%) and 15 (21.7%) of female students and teachers respectively responded that low/ not sufficient. The data gathered from female students and teachers shows the sufficiency of reference materials was somewhat sufficient (mean score, 2.77) and (Mean score, 3.01). Therefore, from this point of view it could be conclude the sufficiency of reference materials for female students' tutorial program was somewhat sufficient.

In table 9, item 7 is about the sufficiency of Subject related instructional materials. In their response, 40 (22.7%) and14 (20.3%) of female students and teachers respectively responded high/sufficient, 56(32%) and 36(52.2%) of female students and teachers respectively responded somewhat sufficient/medium and the rest, 79 (45.1%) and 19 (27.5%) of female students and teachers respectively responded low/ not sufficient. The data gathered from female students and teachers shows the sufficiency of Subject related instructional materials for female students' tutorial program was somewhat sufficient (mean score, 2.78) and (Mean score, 2.93) .Therefore,

from this point of view it could be conclude the sufficiency of subject related instructional materials for female students' tutorial program was somewhat sufficient.

Generally the sufficiency of resources for female students' tutorial program in the study area schools shows there were somewhat sufficient resources with the response of grand mean of 2.96 and 3.09 from female students and teachers respectively, and total grand mean of 3.02. As a whole only text books were sufficient in the schools. Therefore, especially incentives for teachers /high scored female students who involve in the female students' tutorial program the schools should give emphasis in order to implement the tutorial program effectively.

4.4. Factors Negatively Influence Female Students' School Based Tutorial Program

Table 10. Seriousness of school related factors of female students' school based tutorial program

Respondents rated their agreement/disagreement using the scale type very high (5), high (4), medium (3), low (2), and very low (1). For the sake of analysis, mean scores less than 2.75 were interpreted as low serious factor, mean scores 2.75-3.5 as medium factor and mean scores greater than 3.5 highly serious factors.

No.	Item	Respondents	Response in percent (%) and mean											
			Very high		High		Medium		Low		Very low		Mean	Gm.
			No.	%	No.	%	No.	%	No.	%	No.	%		
1	Lack of interest of female students	Female students	32	18.3	28	16.0	74	42.3	27	15.4	14	8.0	3.21	3.53
		Teachers	28	40.5	14	20.3	20	29.0	3	4.4	4	5.8	3.86	
2	Frequent absence of teachers	Female students	54	30.9	26	14.9	60	34.3	23	13.1	12	6.9	3.49	3.43
		Teachers	15	21.7	16	23.2	25	36.2	6	8.7	7	10.0	3.37	
3	Home School distance	Female students	68	38.9	40	22.9	41	23.4	20	11.4	6	3.4	3.82	3.69
		Teachers	26	37.7	14	20.3	11	15.9	9	13.0	9	13.0	3.56	
4	Inconsistency of the tutorial program	Female students	62	35.4	42	24.0	42	24.0	19	10.9	10	5.7	3.72	3.62
		Teachers	23	33.3	14	20.3	15	21.7	10	14.5	7	10.1	3.52	
5	Inappropriate time schedule	Female students	38	21.7	25	14.3	53	30.3	34	19.4	25	14.3	3.1	2.95
		Teachers	9	13.0	14	20.3	16	23.2	15	21.7	15	21.7	2.81	
6	Absence or shortage of instructional materials	Female students	35	20.0	40	22.9	46	26.3	29	16.6	25	14.3	3.18	2.86
		Teachers	4	5.8	11	15.9	20	29.0	17	24.6	17	24.6	2.54	
7	Negative attitudes of teachers towards female education	Female students	15	8.6	23	13.1	36	20.6	52	29.7	47	26.9	2.43	2.18
		Teachers	3	4.4	5	7.3	8	11.6	21	30.4	32	46.4	1.93	
8	Inappropriate content of curricula	Female students	6	3.4	22	12.6	41	23.4	52	29.7	54	30.9	2.28	2.3
		Teachers	4	5.8	9	13.0	17	24.6	15	21.7	24	34.8	2.33	
9	Absence of school guidance& counseling service	Female students	17	9.7	28	16.0	42	24.0	33	18.9	30	17.1	2.39	2.64
		Teachers	10	14.5	14	20.3	20	29.0	9	13.0	16	23.2	2.9	
10	Poor administration of school	Female students	49	28.0	57	32.6	42	24.0	14	8.0	13	7.4	3.58	3.28
		Teachers	12	17.4	13	18.8	18	26.1	14	20.3	12	17.4	2.99	
Total Grand mean					Female students								3.12	3.00
					Teachers								2.88	

Table 10 deals with school related factors affecting female students' school based tutorial program. In the first item respondents were asked to rate the interest of female students towards female students' school based tutorial program.32 (18.3%) and28 (40.5%) of female students and teachers respectively responded that lack of interest of female students was very high, 28(16%) and 14(20.3%) of female students and teachers respectively responded that high, 74 (42.3%)and 20(29%) of female students and teachers respectively responded that medium,27 (15.4%) and 3(4.5%) of female students and teachers respectively responded that low and 14 (8%) and 4(5.8%) of female students and teachers respectively responded that very low. Thus, according to teachers' response for lack of interest of female students in female students' school based tutorial program was highly serious factor (mean score, 3.86).but, female students' response implies for lack of interest of female students in female students' school based tutorial program was as medium factor (mean score, 3.21). Generally, the data gathered from both teachers and female students' shows lack of interest of female students in female students' school based tutorial program was highly serious factor.

In the second item respondents were asked to rate the frequent absence of teachers in female Students' school based tutorial program. Accordingly.54 (30.9%) and15 (21.7%) of female students and teachers respectively responded that frequent absence of teachers was very high, 26(14.9%) and 16(23.1%) of female students and teachers respectively responded that high, 60(34.3%)and 25(36.2%) of female students and teachers respectively responded that medium,23 (13.1%) and 6(8.7%) of female students and teachers respectively responded that low and 12 (6.9%) and 7(10.1%) of female students and teachers respectively responded that very low. Thus, according to teachers and female students' response implies frequent absence of teachers in female students' school based tutorial program was as medium factor (mean score, 3.49)and (mean score, 3.37)respectively. Generally, the data gathered from both teachers and female students' shows frequent absence of teachers in female students' school based tutorial program was medium factor, but nearly a highly serious factor.

In the third item respondents were asked to rate the home school distance in female Students' school based tutorial program. Accordingly.68 (38.9%) and26 (37.68%) of female students and teachers respectively responded that very high, 40(22.9%) and 14(20.3%) of female students and teachers respectively responded that high, 41(23.4%)and 11(15.94%) of female students and

teachers respectively responded that medium,20 (11.4%) and 9(13.0%) of female students and teachers respectively responded that low and 6 (3.4%) and 9(13.0%) of female students and teachers respectively responded that very low. Thus, according to teachers and female students' response implies home school distance of female students in female students' school based tutorial program was highly serious factor (mean score, 3.82) and (mean score, 3.56) respectively. Generally, the data gathered from the respondents shows home school distance in female students' school based tutorial program in the study area schools was a highly serious factor.

In the fourth item, regarding the inconsistency of the tutorial program in female students' school based tutorial program. Majority 62 (35.4%) and23 (33.3%) of female students and teachers respectively responded that very high, 42(24%) and 14(20.3%) of respondents responded that high, 42(24%)and 15(21.73%) of female students and teachers respectively responded that medium,19 (10.9%) and 10(14.5%) of respondents responded that low and 10 (5.7%) and 7(10.1%) of female students and teachers respectively responded that very low. Thus, according to teachers and female students' response implies the inconsistency of the tutorial program s in female students' school based tutorial program was highly serious factor (mean score, 3.72) and (mean score, 3.52) respectively. Generally, the data gathered from the respondents shows inconsistency of the tutorial program in female students' school based tutorial program in the study area schools was a highly serious factor.

In the fifth item, regarding inappropriate time schedule in female students' school based tutorial program. 38 (21.7%) and9 (13.1%) of female students and teachers respectively responded that very high, 25(14.3%) and 14(20.3%) of respondents responded that high, 53(30.3%) and 16(23.2%) of female students and teachers respectively responded that medium, 34 (19.4%) and 15(21.7%) of respondents responded that low and 25 (14.3%) and 15(21.7%) of female students and teachers respectively responded that very low. Thus, according to teachers and female students' response implies inappropriate time schedule of the tutorial program in female students' school based tutorial program was medium factor (mean score, 3.1) and (mean score, 3.2.81) respectively.

In the sixth item, regarding the absence or shortage of instructional materials for female students' school based tutorial program, 35 (20%) and4 (5.8%) of female students and teachers respectively responded that very high, 40(22.9%) and 11(15%) of respondents responded that high, 46(26.3%) and 20(9%) of female students and teachers respectively responded that medium, 29 (16.6%) and 17(24.64%) of respondents responded that low and 25 (14.3%) and 17(24.6%) of female students and teachers respectively responded that very low. Thus, according to female students response absence or shortage of instructional materials in female students' school based tutorial program was medium factor (mean score, 3.18).but, teachers' response implies for absence or shortage of instructional materials in female students' school based tutorial program was low factor (mean score, 3.21).

In the seventh item respondents were asked to rate the negative attitudes of teachers towards female education. Accordingly 15 (8.6%) and 3 (4.5%) of female students and teachers respectively responded that very high, 23(13.14%) and 5(7.3%) of female students and teachers respectively responded that high, 36(20.6%)and 8(11.59%) of female students and teachers respectively responded that medium,52 (29.7%) and 21(30.4%) of female students and teachers respectively responded that low and 47 (26.9%) and 32(46.4%) of female students and teachers respectively responded that very low. Thus, according to teachers and female students' response implies the negative attitudes of teachers towards female education was low factor (mean score, 2.43) and (mean score, 1.93) respectively.

In the eighth item respondents were asked to rate the inappropriate content of curricula. Accordingly 6 (3.43%) and4 (5.83%) of female students and teachers respectively responded that very high, 22(12.57%) and 9(13.04%) of female students and teachers respectively responded that high, 41(23.4%)and 17(24.6%) of female students and teachers respectively responded that medium,52 (29.7%) and 15(21.7%) of female students and teachers respectively responded that low and 54 (30.9%) and 24(34.78%) of female students and teachers respectively responded that very low. Thus, according to teachers and female students' response implies inappropriate content of curricula was low factor (mean score, 2.28) and (mean score, 2.33) respectively.

In the ninth item respondents were asked to rate the absence of school guidance& counseling service. Accordingly 17 (9.7%) and10 (14.5%) of female students and teachers respectively

responded that very high, 28(16%) and 14(20.3%) of female students and teachers respectively responded that high, 42(24%)and 20(29%) of female students and teachers respectively responded that medium,33 (18.9%) and 9(13.04%) of female students and teachers respectively responded that low and30 (17.1%) and 16(23.2%) of female students and teachers respectively responded that very low. Thus, according to teachers and female students' response implies school guidance& counseling service was low factor (mean score, 2.39) and (mean score, 2.9) respectively.

In the tenth item respondents were asked to rate the poor administration of school. Accordingly 49 (28%) and12 (17.4%) of female students and teachers respectively responded that very high, 57(32.8%) and 13(18.8%) of female students and teachers respectively responded that high, 42(24%)and 18(26.1%) of female students and teachers respectively responded that medium,14(8%) and 14(20.29%) of female students and teachers respectively responded that low and13 (7.4%) and 12(17.4%) of female students and teachers respectively responded that very low. Thus, according to female students response poor administration of school in female students' school based tutorial program was highly serious factor (mean score, 3.58).but, teachers' response implies poor administration of school in female students' school based tutorial program was medium factor (mean score, 2.99).

Generally the school related factors of female students' school based tutorial program in the study area schools shows lack of interest of female students, home school distance and inconsistency of the tutorial program were major factors. Frequent absence of teachers, inappropriate time schedule, absence or shortage of instructional materials and Poor administration of school were medium factors. Negative attitudes of teachers towards female education, inappropriate content of curricula and absence of school guidance& counseling service were low factors. The data shows the school related factors of female students' school based tutorial program were medium factors with the response of grand mean of 3.12and 2.88 from female students and teachers respectively, and total grand mean of 3.00.

Table 11. Socio cultural factors of female students' school based tutorial program

Respondents rated their agreement/disagreement for the **Socio cultural factors** using the scale type high (4), medium (3) and low (2). For the sake of analysis, mean scores less than 2.75 were interpreted as low, mean scores 2.75-3.5 as medium factor and mean scores greater than 3.5 as highly serious factors.

	Item	Respondents	Response in percent (%) and mean							
			High		Medium		Low		Mean	Gm.
			No.	%	No.	%	No.	%		
1	Extent to which parents do not want their daughters to attend tutorial program	**Female students**	54	30.9	36	20.6	85	48.6	2.82	2.91
		Teachers	18	26.1	33	47.8	18	26.1	3.00	
2	Early marriage	**Female students**	83	47.4	71	40.6	21	12	3.35	3.57
		Teachers	42	60.7	20	29	17	24.6	3.79	
3	Girls are care givers for their mothers	**Female students**	109	62.3	48	27.4	18	10.3	3.52	3.5
		Teachers	40	58	23	33.3	6	8.7	3.49	
4	Girls are source of labor	**Female students**	104	59.4	58	33.1	13	7.4	3.52	3.57
		Teachers	35	50.7	23	33.3	11	15.9	3.63	
5	Sexual harassment and assault	**Female students**	20	11.4	59	33.7	96	54.9	2.57	2.58
		Teachers	7	10.1	27	39.1	35	50.7	2.59	
		Teachers	23	33.3	30	43.5	16	23.2	3.1	
Total Grand mean		Female students		3.13		3.19				
		Teachers		3.26						

In table 11, item 1 asks about the extent to which parents do not want their daughters to attend tutorial program. Accordingly, 54 (30.9%) and18 (26.1%) of female students and teachers respectively responded high, 36(20.6%) and 33(47.8%) responded medium and the rest,

85(48.6%) and 18 (26.1%) of female students and teachers respectively responded low. The data gathered from female students and teachers shows parents interest of their daughters to attend tutorial program what medium (mean score, 2.82) and (Mean score, 3.00) respectively.

In table 11, item 2 is about early marriage. Accordingly, 83(47.4%) and 42 (60.9%) of female students and teachers respectively responded high, 71(40.6%) and 20(29%) responded medium and the rest, 21(12%) and 17 (24.6%) of female students and teachers respectively responded low. Thus, according to teachers' response early marriage was highly serious factor (mean score, 3.79).but, female students' response implies early marriage was as medium factor (mean score, 3.35).

In table 11, item 3 asks the extent to which 'girls giving care for their mothers affected their tutorial program. Accordingly, 109(62.3%) and 40 (58%) of female students and teachers respectively responded high, 48(27.4%) and 23(33.3%) responded medium and the rest, 18(10.3%) and6 (8.7%) of female students and teachers respectively responded low. Thus, according to female students' response girls are care givers with their mothers was highly serious factor (mean score, 3.52) but, teachers' response implies as a medium factor (mean score, 3.49).

In the fourth item respondents were asked to rate girls are source of labor. Accordingly 104 (59.4%) and35 (50.7%) of female students and teachers respectively responded that high, 58(33.14%) and 23(33.3%) responded that medium and 13(7.4%) and 11(15.9%) responded that low. Thus, according to female students and teachers response girls as a source of labor was highly serious factor of female students' school based tutorial program (mean score, 3.52)and (mean score,.3.63) respectively.

In the fifth item respondents were asked to rate sexual harassment and assault. Accordingly 20 (11.4%) and7 (10.1%) of female students and teachers respectively responded that high, 59(33.7%) and 27(39.1%) responded that medium and 96(54.9%) and 35(50.7) responded that low. Thus, according to female students and teachers response sexual harassment and assault in the study area schools was a low factor of female students' school based tutorial program (mean score, 2.57) and (mean score, 2.59) respectively. But even though the majority of the respondents

said low factor, in some areas there were sexual harassment and assault could affect female students' school based tutorial program.

Generally in relation to the socio cultural factors the study shows that early marriage, girls being care givers for their mothers and girls being source of labor were major factors, parents' unwillingness and sexual harassment and assault was low factor. The data shows socio cultural factors were generally rated as moderately affecting female student tutorial program implementation with grand mean of 3.13 and 3.26 female students and teachers respectively and total grand mean of 3.19.

4.5. Major challenges in conducting tutorial program for female students'

Although the extents are different from place to place, there are different factors which affect female students' school based tutorial program. To examine the challenges of the program in the selected Woredas for those respondents (from female students, teachers, principals, vice principals, parents and WESs) evaluated the practices and challenges of the program were asked an open ended questions to list some of the possible problems that hinder the practices of the female students' school based tutorial program implementation, and described different reasons from them and from the observation and document analysis in respect to the responsible bodies as follow.

- **Problems related to female students:**

From the main problems related to female students, the first and for most was the lack of interest on the program. Due to this, female students were participated in gold mines and have got enough money as a result they would not give care to learning. Emanated from this they did not attend the program regularly.

- **Problems related to teachers:**

Teachers are those individuals assigned to arrange, familiarize and facilitate the program. But due to different problems they were not committed to give the program, they did not took attendance during the tutorial session, they did not use student centered while they were taught, they did not evaluate students at the end of tutorial session . One of the major raised problems was; there was no additional payment to the program for teachers. By this case they did not give the program consistently.

- **Problems related to parents**

  Parents unwillingness and lack of attitude of society due to lack of awareness on the program, early marriage and low economy of families were some of the problems. .

- **Problems related to stakeholders**:

Stakeholders are important agents in coordinating, implementing and evaluating a program. But, there were lack of encouragement of the program. Some the major problems were, weak relationship between the school and other governmental and non-governmental organizations on the program, home school distance of female students and lack of funding budget.

- **Problems related to school:**

Relating to the schools of the study area some of the challenges described by the respondents were, shortage of class rooms, lack of coordination of school leadership, lack of motivation of teachers and high scored students on the program, over lapping of other school activities such as giving make ups and other clubs activities on the same day and lack of facilities for the program, and also other problems were absence of observation checklist ,mark list and roster, time table of the program and time of discussion of school with female students, teachers and parents in some schools.

4.6. To overcome the challenges in conducting tutorial program for female students' those respondents suggested the following:

- First and foremost the program should get attention from stake holders and school level actors on creating awareness and mobilization and provision of eNo.ugh budgets on time.
- Incentives or reward should prepare for the teachers who participate in the tutorial program after windup the program.
- Promoting high score female students in the tutorial program.
- Creating awareness on female students ,teachers and parents on the objective of the program,
- Fulfilling the material and facility needs of the tutorial program for female students'.
- The school management should follow the program regularly.
- Motivating those stakeholders and school level actors who perform well in this program.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the main findings of the study and forward research recommendations based on the findings and conclusion.

5.1. Summary of the findings

The main objective of this study was to assess the practices and challenges of school based tutorial program for female students' in general secondary schools of North-Western zone of Tigray. To achieve the objective of the study, the following basic questions were formulated.

1. To what extent general secondary schools implement school based tutorial program for their female students?
2. To what extent the necessary supports and facilities are made available to implement female students' school based tutorial program?
3. What are the major factors that negatively influenced female students' school based tutorial program implementation?

In order to answer these basic questions, the study employed a descriptive survey design and data was gathered from both primary and secondary sources using questionnaire, interview, observation and document review. The study was carried out in one urban and four rural secondary schools. The subjects of the study were 175 female students, 69 teachers, 5 principals, 5 vice principals, 5 WESs and 50 parents. Both probability and non probability sampling techniques were employed. The collected data was tabulated, analyzed and interpreted using tables, percentages and qualitative narrations. Finally, the following major results were obtained from this research.

- As indicated in the findings of the study, about 52% and 60.9 % of female students and teachers showed that the program was 'moderately and poorly organized respectively. The findings show both the students and teachers were participated in the tutorial program for female students without taking an orientation on how to give/take for female students' school based tutorial program.
- Regarding 'starting a tutorial program for female students' along with the regular teaching learning process', 84(57.6%) and 37(64.9%) of female students and teachers respectively

responded that most of the schools did not start a tutorial program for female students' along with the regular teaching learning process. The major reasons were both failure in coordination of the program and lack of interest from teachers and female students themselves.

- The findings show that the dominant subjects given in the tutorial program to female students' were Mathematics and English. The reason for selection of the subjects was difficulty of the subjects as reflected by 67.3% and 71.9% of female students and teachers respectively. Data from the interviewees also support the above reasons for selection of the subjects. That is, according to the government policy of 70-30, 70% in the preparatory students should enter natural science and 30 % social science and as a result the schools prefer to include these subjects in the female students' tutorial program.
- Regarding the number of days set aside for the tutorial program for female students' per week, 73.2% and 56.3% of female students and teachers respectively reported 'one day', while 26.8% and 43.8% of female students and teachers respectively said 'two days'. This implies the arrangement of tutorial program for female students' per week in the five schools was not uniform.
- Regarding the sufficiency of time allocated for female students' tutorial program majority, 64.7 % and 32.4% of female students and teachers respectively responded that it was not fully sufficient. Related to this the time given per subject in one day, 39.2% and 75.4% female students and teachers respectively said that one hour. The number of months given within the academic year for the tutorial program as shown by 30.1% and 38.6% of female students and teachers respectively responded was 8-9 months. The interviewees also revealed that the schools arrange the tutorial program throughout the year but in practice there was a large gap between schools and between subjects.
- Majority of the respondents responded that the school management did not make the necessary follow up of the tutorial program regularly.
- Majority of the respondents responded that the schools assess the progress of female students after providing tutorial program and the assessment methods commonly used by teachers for the tutorial program were short tests and class works.
- Majority of the respondents responded that female students did not attend the tutorial program.

- Regarding the female students' academic improvements owing to the tutorial programs, 90.2%) and 76.8% of the female students and teachers respectively responded the presence of improvement. The interviewees also support this finding.
- The cooperation of the stake holders and school level actors for female students' tutorial program in the selected schools of the study area shows more or less moderately practiced with the response of total grand mean of 2.94. In almost all schools reflected that parents, WESs and WWAs did less support for the program than the others.
- The sufficiency of resources for female students' tutorial program in the study area schools shows there were somewhat sufficient resources. However, incentives for teachers or high scoring female students were given less emphasis.
- Lack of interest of female students, home school distance and inconsistency of the tutorial program, shortage of classrooms were major school related factors affecting female students' school based tutorial program.
- The socio cultural factors of female students' school based tutorial program in the study area schools shows early marriage, girls being care givers with their mothers and girls being source of labor were major factors.
- Interviewees' responded economic level of parents had also its own negative influence on female students' school based tutorial program.

5.2. Conclusions

This study was conducted to assess the practices and challenges of school based tutorial program for female students' in general secondary schools of North Western Zone of Tigray National Regional State. Based on the analysis and the major findings of the study, the following conclusions have been drawn.

1. The organization of tutorial program in the sample schools had its own gap. As it was evidenced from the respondents, observation and document analysis, some of the challenges were inability of the schools' management to make the necessary follow up of the tutorial program and female students' inability to attend the tutorial program regularly. There was no orientation of tutorial program for female students for both the teachers and female students, absence of observation checklist, mark list and roster, time table of the program and time for discussion about tutorial programs, and inability to start the program on time

were the reasons. Hence, one can conclude that the implementation of the tutorial programs is not up the expectation.

2. As the result of the study indicated the time allocated for female students' tutorial program was not sufficient. Schools arrange the program for one day per week and one hour per subject through the academic year. Hence, one can say that emphasis was not given to tutorial program in terms of allocation of sufficient time.
3. It was revealed in the findings of the study that the cooperation of the stakeholders and school level actors for female students' school based tutorial program was not sufficient. Especially parents, WESs and WWAs did provide less support for the program than the others. Hence, one could say that the program didn't secure the necessary cooperation from the stakeholders and school level actors who could have brought positive impacts on the program implementation.

Overall, one can conclude that female students' tutorial program implementation in North Western Zone of Tigray National Regional State was not to the expected level and its implementation was entangled by a number of factors including female students' lack of interest, home school distance, inconsistency of the tutorial program and shortage of classrooms, less emphasis given for teachers incentives, early marriage, using girls as care givers and other labor and economic level of parents.

5.3. Recommendations

Successful female students' school based tutorial program practices require hard working, inspirations and cooperation of all stakeholders that found at different levels and positions. So, to overcome the major challenges of female students' school based tutorial program, the following recommendations are suggested based on the major findings and conclusions of the study.

- Tutorial program as the regular teaching learning process, it requires planned and well organized follow up. With the absence of regular follow up mechanisms like giving orientation, time table of the program, observation checklist, mark list and roster, and time of discussion, female students could not start and attend the program regularly. Therefore, to make this program successful, due attention should given to mobilization and awareness creation on learners , teachers and school management about the objective of the program,

and the Woreda education office and other stake holders should play a cooperating and coordinating role on this issue.

- Arrangement of tutorial program for female students' needs sufficient time. However the time arrangement of the program used by the schools was not encouraging. Therefore, the school by considering the interest of the female students and other school activities should allocate adequate time.
- Without the cooperation of the stake holders and school level actors; effectiveness of female students' school based tutorial program would be unthinkable. Therefore, the school, Woreda education office, the Woreda and Kebele administration should interconnected and play a significant role in coordinating, monitoring and evaluating among stakeholders and school level actors.
- Incentives for teachers /high scored female students who involve in the female students' tutorial program schools could motivate both teachers and female students in conducting the program effectively. Therefore, Schools and Woreda education offices should allocate annual budget from the school budget and by distributing project proposals to the Woreda administration and other concerned governmental and NGOs.
- Home school distance and shortage of class rooms were affecting female students on their interests to learn and attending the program regularly. Therefore, the woreda Education Office and the local community have to work together and it is also advisable for other government offices and NGOs to encourage the implementation of the tutorial program in opening schools closer to the local community and building additional classes in the existing schools to minimize the challenges of female student's tutorial program. By doing so, it may enable female students to regularly attend the tutorial program.

- The socio-cultural factors were found to be the major causes that affect female students' tutorial program. Therefore, creating awareness on female students, teachers and parents on the objective of the program would be mandatory to minimize female student's household activities at home and early marriage.

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APPENDIX A
ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaires: To be filled by **teachers**.

Dear teachers!

The purpose of this questionnaire is to investigate the practices and challenges of school based tutorial program for female students' in General Secondary Schools of North Western Zone of Tigray National Regional State. Therefore, you are kindly requested to give genuine, sincere and timely response so as to help the researcher make a reliable study.

The researcher would like to assure you that your responses will be kept strictly confidential.

General direction:

· You are not required to write your name
· Indicate your response by circling or marking the boxes
· Write short and brief answers or additional opinions, if any on the space provided
· It is possible to use English, Amharic or Tigrigna when giving comments

Thank you in advance for your cooperation!

Name of school_____

Woreda_____

SECTION I: PERSONAL INFORMATION

Direction: please indicate your personal information by putting "✓" mark in the Box provided against the items.

1. Sex: Male ☐ Female ☐

2. Age: below 20 ☐ 21-25 ☐ 26-30 ☐ 31 and above ☐

3. Work experience/service year/:
1-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 21 and above ☐

4. Level of educational attainment at present
Diploma ☐ B.A. /B.Sc./B.Ed. ☐ M.A./M.Sc ☐
.Other(specify)_____

5. Your field of study:
Major _____
Minor._____

SECTION II: ISSUES RELATED WITH THE IMPLEMENTATION OF FEMALE STUDENTS' SCHOOL BASED TUTORIAL PROGRAM

1. How do you evaluate the organization of tutorial program for female students in your school?

   A) Very good ☐ B) Good ☐ C) Medium ☐ D) poor ☐ E) very poor ☐

2. Did you get an orientation on how to give a tutorial program for female students?
   A) Yes ☐ B) No ☐
3. Does your school run tutorial program for its female students?
   A) Yes ☐ B) No ☐
4. If your answer for question no 3 is "yes", does your school start the tutorial program for female students' along with the regular teaching learning process?
   A) Yes ☐ B) No ☐
5. If your answer for question no 4 is "No" why your failed to start the tutorial program along with the regular classes (teaching learning program)?
   A) Lack of coordination from the leadership for the program ☐
   B) Teachers' lack of interest ☐ C) female students 'lack of interest ☐
   D) It is a plan of the school to start the program some time after the regular classes started
   If another, specify_____
6. What are the subjects given in the tutorial program to female students' in your school?
   List them._____ _____ _____
   _____ _____ _____
   _____ _____ _____
7. Based on question no 6 what do you think are the reasons for selection of these subjects?
   A) Difficulty of the subjects ☐ B) teachers interest to give the program ☐
   C) Female students' choice ☐ D) school's decision to give priority for some subjects ☐
   If any other, specify_____
8. Are you involved in offering tutorial program of your subject for female students?
   A) Yes ☐ B) No ☐
9. For question no 8 If your response is 'yes', how often do you arrange tutorial programs for female students' per week for your subject?

   A) One day ☐ B) Two days ☐ C) Three days ☐ D) The whole week ☐

10. How do you evaluate the sufficiency of time allocated for female students' tutorial program?
    A) Sufficient ☐ B) somewhat sufficient ☐ c) No sufficient ☐
11. How long does the tutorial program take per subject in one day?

    A) 30 minutes ☐ B) An hour ☐ c) 1/2 hour ☐ D) two hour ☐

    If any other specify----------

12. For how many months is the tutorial program given within the academic year?
A) 3 months ☐ B) 4-5 months ☐ C) 6-7 months ☐ D) 8-9 months ☐

13. Does the school management make the necessary follow up of the tutorial program regularly?
A) Yes ☐ B) No ☐

14. Does the school assess the progress of female students after providing tutorial program?
A) Yes ☐ B) No ☐

15. If your answer for question number 14 is "Yes", what are the assessment methods commonly used by teachers?
A) Short tests ☐ B) Class works ☐ C) Assignments ☐
If any other, specify----------

16. How do you evaluate female students' academic progress after they attend the tutorial program? A)Improved ☐ B) No improvement ☐ C) Don't know ☐
If any other, specify----------

17. Is there guidance and counseling in the school to help students' benefit from the tutorial program? A) Yes ☐ B) No ☐

SECTION III: *ISSUES RELATED WITH SUPPORTS & FACILITIES GIVEN FOR IMPLEMENTATION OF FEMALE STUDENTS' SCHOOL BASED TUTORIAL PROGRAM*

18. How do you evaluate the **cooperation you get** from the stake holders and school level actors for female students' tutorial program? Please put a**" √"** mark on the given alternatives?

	From	Satisfactory	Somewhat satisfactory	Unsatisfactory
18.1.	Principals			
18.2.	Vice principals			
18.3.	Parents			
18.4.	Peer male students			
18.5.	Parent teachers association/PTA/			
18.6.	Woreda education supervisors			
18.7.	Woreda women's affairs			

19. Does the school cooperate in creating favorable condition for female students' tutorial program? A) Yes ☐ B) No ☐

20. If your answer for question number 19 is "No", what do you think is the reason? (More than one response is possible).
A) Principals' carelessness ☐ B) Lack of budget ☐
C) Lack of enough classrooms ☐ D) Lack of interest of parents ☐
E) Lack of interest of females themselves ☐

If any other specify----------

21. How do you rate sufficiency of the following resources for female students' tutorial program? Please rate each item using the scales ; high(4)', 'medium(3)', 'low(2)',

No.	Item	High	Medium	Low
21.1.	Classrooms for tutorial program			
21.2.	Time for tutorial program			
21.3.	Textbooks			
21.4.	Teacher's guide			
21.5.	Incentives for teachers involved			
21.6.	Reference materials			
21.7.	Subject related instructional materials			
21.8.	Please specify if any;			

SECTION IV: ISSUES RELATED WITH FACTORS NEGATIVELY INFLUENCE FEMALE STUDENTS' SCHOOL BASED TUTORIAL PROGRAM

The following are issues related to female students' attitude towards the tutorial program. Please rate each item using the scales 'very high (5)'; high (4)', 'medium (3)'; 'low (2)', 'very low (1)'

22. How do you rate the seriousness of the following **school related factors** in negatively influencing female students' tutorial programs in your school?

No.	Item	Scale				
		VH	H	M	L	VL
22.1.	Lack of interest of female students					
22.2.	Frequent absence of teachers					
22.3.	Home School distance					
22.4.	Inconsistency of the tutorial program					
22.5.	Inappropriate time schedule					
22.6.	Absence or shortage of instructional materials					
22.7.	Negative attitudes of teachers towards female education					
22.8.	Inappropriate content of curricula					
22.9.	Absence of school guidance and counseling service					
22.10.	Poor administration of school					
22.11.	If any other, specify					

23. From the following socio-cultural factors that can affect female students academic performance, in your school to what extent it affects their academic performance? Please put a ‘‘√ ’’mark on the given alternatives.

S.no.	**Socio-cultural factors**	High	medium	low
23.1.	Parents do not want their daughters to attend tutorial program			
23.2.	Early marriage			
23.3.	Girls are care givers with their mothers			
23.4.	Girls are source of labor			
23.5.	Sexual harassment and assault			
23.6.	Parents unwillingness			
23.7.	Girls need better cloths and cosmetics than boys			

24. What other major challenges are encountered in conducting tutorial program for female students' in your school? _____

25. What actions should be taken to overcome the challenges facing school based tutorial program for female students' in your school?_____

***THANK YOU IN ADVANCE*!!**

APPENDIX B

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire to be filled by female students

Dear female students

The purpose of this questionnaire is to collect data on the practices and challenges of school based tutorial program for female students' in General Secondary Schools of North Western zone of Tigray National regional state. Your honesty response is of great importance for the success of the study. Therefore, you are kindly requested to give genuine, sincere and timely response so as to help the researcher make a reliable study.

The researcher would like to assure you that your responses will be kept strictly confidential.

Directions:

1. Please do not write your name.
2. Where alternatives are given, encircle the letter of your choice **or** Put a "✓" in the boxes.
3. Where you are required to write specific data or opinion, please do so precisely on the spaces provided for the option 'if any other specify'.

Thank you in advance!!

SECTION I: BACKGROUND INFORMATION

Direction: Please provide your personal information by putting "✓" mark in the box provided against the items.

1. Name of the school----------
2. Age A) Below 15 ☐ B) 15-16 ☐ C) 17-18 ☐ D) Above 18 years ☐
3. Grade A) Grade 9 ☐ B) Grade 10 ☐
4. Marital status A) Single ☐ B) Married ☐ C) Divorced ☐

SECTION II: ISSUES RELATED WITH THE IMPLEMENTATION OF FEMALE STUDENTS' SCHOOL BASED TUTORIAL PROGRAM

1. How do you evaluate the organization of tutorial program for female students in your school?

   A) Very good ☐ B) Good ☐ C) Medium ☐ D) Poor ☐ E) Very poor ☐

2. Did you get an orientation on how to give a tutorial program for female students?
   A) Yes ☐ B) No ☐
3. Does your school run tutorial program for its female students?
   A) Yes ☐ B) No ☐
4. If your answer for question no 3 is "yes", does your school start the tutorial program for female students' along with the regular teaching learning process?
   A) Yes ☐ B) No ☐
5. If your answer for question no 4 is "No" why failed to start the tutorial program along with the regular classes (teaching learning program)?
   A) Lack of coordination from the leadership for the program ☐
   B) Teachers' lack of interest ☐ C) female students 'lack of interest ☐
   D) It is a plan of the school to start the program some time after the regular classes started ☐
   If any other, specify_____
6. What are the subjects given in the tutorial program to female students' in your school? List them._____ _____ _____
   _____ _____ _____
   _____ _____ _____
7. Based on question no 6 what do you think are the reasons for selection of these subjects?
   A) Difficulty of the subjects ☐ B) teachers interest to give the program ☐
   C) Female students' choice ☐ D) school's decision to give priority for some s☐cts
   If any other, specify_____
8. How often do your teachers arrange a tutorial program to female students' per week for their subjects?

   A) One day ☐ B) Two days ☐ C) Three days ☐ D) The whole week ☐

9. How do you evaluate the sufficiency of time allocated for female students' tutorial program?
   A) Sufficient ☐ B) Somewhat sufficient ☐ C) No sufficient ☐
10. How long does the tutorial program take per subject in one day?

    A) 30 minutes ☐ B) An hour ☐ c) 1/2 hour ☐ D) two hour ☐

    If any other specify----------

11. For how many months is the tutorial program given within the academic year?

A) 3 months ☐ B) 4-5 months ☐ C) 6-7 months ☐ D) 8-9 months ☐

12. Does the school management make the necessary follow up of the tutorial program regularly?

A) Yes ☐ B) No ☐

13. Does your school assess the progress of female students after providing tutorial program?

A) Yes ☐ B) No ☐

14. If your answer for question number 13 is "Yes", what are the assessment methods commonly used by teachers?

A) Short tests ☐ B) Class works ☐ C) Assignments ☐

If any other, specify----------

15. Do you attend the tutorial program regularly?

A) Yes ☐ B) No ☐

16. How do you evaluate your academic progress after you attend the tutorial program?

A)Improved ☐ B) No improvement ☐ C) Don't know ☐

If any other, specify----------

17. Is there guidance and counseling in the school to help students' benefit from the tutorial program? A) Yes ☐ B) No ☐

SECTION* III: *ISSUES RELATED WITH SUPPORTS & FACILITIES GIVEN FOR IMPLEMENTATION OF FEMALE STUDENTS' SCHOOL BASED TUTORIAL PROGRAM

18. How do you evaluate the **cooperation you get** from the stakeholders and school level actors for female students' tutorial program? Please put a **"√"** mark on the given alternatives?

	From	Satisfactory	Somewhat satisfactory	Unsatisfactory
18.1.	Principals			
18.2.	Vice principals			
18.3.	Teachers			
18.4.	Peer male students			
18.5.	Your Parents			
18.6.	PTA			
18.7.	Woreda education supervisors			
18.8.	Woreda women's affairs			

19. Does the school cooperate in creating favorable condition for female students' tutorial program? A) Yes ☐ B) No ☐
20. If your answer for question number 19 is "No", what do you think is the reason? (More than one response is possible).
    A) Principals' carelessness ☐ B) Lack of budget ☐
    C) Lack of enough classrooms ☐ D) Lack of interest of parents ☐
    E) Lack of interest of females themselves ☐

    If any other specify----------

21. How do you rate sufficiency of the following resources for female students' tutorial program?

No.	Item	High	Medium	Low
21.1.	Classrooms for tutorial program			
21.2.	Time for tutorial program			
21.3.	Textbooks			
21.4.	Teacher's guide			
21.5.	Rewards for high scored female students involved			
21.6.	Reference materials			
21.7.	Subject related instructional materials			
21.8.	Please specify if any;			

SECTION IV: ISSUES RELATED WITH FACTORS NEGATIVELY INFLUENCE FEMALE STUDENTS' SCHOOL BASED TUTORIAL PROGRAM

The following are issues related to female students' attitude towards the tutorial program. Please rate each item using the scales 'very high (5)'; high (4)', 'medium (3)'; 'low (2) ', 'very low (1)'

22. How do you rate the seriousness of the following **school related factors** in negatively influencing female students' tutorial programs in your school?

No.	Item	Scale				
		VH	H	M	L	VL
22.1.	Lack of interest of female students					
22.2.	Frequent absence of teachers					
22.3.	Home School distance					
22.4.	Inconsistency of the tutorial program					
22.5.	Inappropriate time schedule					
22.6.	Absence or shortage of instructional materials					
22.7.	Negative attitudes of teachers towards female education					
22.8.	Inappropriate content of curricula					
22.9.	Absence of school guidance and counseling service					
22.10.	Poor administration of school					
22.11.	parent's economic level					
22.12.	If any other, specify					

23. From the following socio-cultural factors that can affect female students academic performance, in your school to what extent it affects their academic performance? Please put a '√' mark on the given alternatives.

Sn.	**Socio-cultural factors**	High	medium	low
23.1.	Parents do not want their daughters to attend tutorial program			
23.2.	Early marriage			
23.3.	Girls are care givers with their mothers			
23.4.	Girls are source of labor			
23.5.	Sexual harassment and assault			
23.6.	Girls need better cloths and cosmetics than boys			

.

24. What other major challenges are encountered in conducting tutorial program for female students' in your school? _____

25. What actions should be taken to overcome the challenges facing school based tutorial program in your school?_____

***THANK YOU IN ADVANCE*!**

APPENDIX C

ኣዲስ ኣበባ ዩኒቨርሲቲ

ናይ ድሕረ ምረቃ ኮሌጅ ትምህርትን ባህርያዊ ፅንዓትን

ክፍሊ ትምህርቲ ኣመራርሓ

ብደቂ ኣንስትዮ ተምሃሮ ዝምላእ መሕትት / Questionnaire to be filled by female students'/

ክቡራት ደቂ ኣንስትዮ ተምሃሮ

ናይዚ መሕትት ዕላማ ኣብ ዞባ ሰሜን ምዕራብ ትግራይ ዝርከባ ካልኣይ ብርኪ ኣብያተ ትምህርቲ ዝመሃራ ደቂ ኣንስ ትዮ ተምሃሮ ንመጠናኸሪ ትምህርቲ /ፍሉይ ሓገዝ ትምህርቲ ንደቂ ኣንስትዮ/ ዝወሃብ ድጋፍ ለውጢ ምምዕሉን ዘይምምዕሉን ትግበርኡን ዘጋጥሙ ፀገማትን ኣመልኪቱ ናይ መፍትሒ ሓሳባት ንምኽራብ ዝዓለመ እዩ።

ስለ ዝኾነ ናታትክን ትክክለኛ መረዳእታ ነዚ ፅንዓት ውዕኢት ትክክለኛነቱ ወሳኒ ስለ ዝኾነ ትክክለኛ መረዳእታ ንክትህባ ብክብሪ ይዕድም።

መምርሒ

1. ስም ምዕሓፍ ኣየድልን
2. ኣብ ዝተቀመጡ መማረፂታት ኣክብባ ወይ ኣብ ሳንዱኞች /boxes/ ናይ ✓ምልክት ኣቀምጣ
3. ዘዕግብ መልሲ ተዘይረኪብክን መልስክን "ካሊእ ተሃልዩ ግለፃ" ኣብ ዝብል ሓሳብክን ክትግልፃ ትክእላ ኢኽን

ንሰናይ ትሕብብርክን ኣቀዲመ የመስግን

ክፍሊ I. ሓፈሻዊ መረዳእታ

1. ስም ቤት ትምህርቲ_____
2. ዕድመ ሀ) ትሕቲ15☐ ለ) 15-16 ☐ ሐ)17-18 ☐ መ)ልዕሊ 18 ዓመት☐
3. ደረጃ ክፍሊ ሀ) 9 ይ ክፍሊ ☐ ለ) 10ይ ክፍሊ ☐
4. ኩነታት መርዓ ሀ) ዘይተመርዓወት ☐ ለ) ዝተመርዓወት ☐ ሐ) ዝተፋትሐት ☐

ክፍሊ II. ምስ ኣተገባብራ ፍሉይ ሓገዝ ንደቂ ኣንስትዮ ትምህርቲ ዝተኣሰሩ ነገራት

1. ቤት ትምህርትክን ኣብ ፍሉይ ሓገዝ ንደቂ ኣንስትዮ ትምህርቲ ኣመልኪቱ ዝገበርዎ ምውዳድ ከመይ ትግምግምኦ?
   ሀ) ብጣዕሚ ፅቡቕ ☐ ለ) ፅቡቕ ☐ ሐ)ማእኸላይ☐ መ) ድኩም ☐
   ረ)ብጣዕሚ ድኹም ☐
2. ቤት ትምህርትክን ኣብ ፍሉይ ሓገዝ ንደቂ ኣንስትዮ ትምህርቲ ኣመልኪቱ ንደቂ ኣንስትዮ ተምሃሮ ዝገበርዎ ኣስተምህሮ/Orientation/ ኣሎ ዶ?
   ሀ) እወ ☐ ለ) የለን ☐
3. ኣብ ቤት ትምህርትክን ፍሉይ ሓገዝ ንደቂ ኣንስትዮ ትምህርቲ ይወሃብ ዶ?
   ሀ) እወ ☐ ለ) ኣይወሃብን ☐

4. ንቁዕሪ 3 መልስክን"እወ" እንተኾይኑ ቤት ትምህርትክን ፍሉይ ሓገዝ ንደቂ ኣንስትዮ ትምህርቲ ምስቲ ስሩዕ ትምህርቲ ብእወኑ ይጅምር ዶ?
   ሀ) እወ ☐ ለ) ኣይጅምርን ☐
5. ንቁዕሪ 4 መልስክን"ለ" እንተኾይኑ ምክንያቱ እንታይ ይመስለክን?
   ሀ) ናይ ኣመራርሓ ቤት ትምህርቲ ምትሕብባር ምንኣስ ☐
   ለ) ድሌት መምህራን ምንኣስ ☐ ሐ) ድሌት ተምሃሮ ምንኣስ ☐
   መ) ትልሚ ቤት ትምህርቲ እዩ ☐
   ካሊእ እንተሃልዩ ግለፃ_____
6. ፍሉይ ሓገዝ ንደቂ ኣንስትዮ ትምህርቲ ዝወሃቡ ዓይነት ትምህርቲታት ይዘርዝሩ?
   _____ _____ _____
   _____ _____ _____
7. ኣብ ቁዕሪ 6 ኣመልኪትክን እዘን ዓይነት ትምህርቲታት መምረፂኣን ምክንያት እንታይ ይመስለክን?
   ሀ) ከበድቲ ዓይነት ትምህርትታት ስለ ዝኾኑ ☐ ለ) ውፉያት መምህራን ☐
   ስለዘለውዎ ሐ) ብደቂ ኣንስትዮ ተምሃሮ ስለ ዝተመረፁ ☐
   መ) ውሳነ ቤት ትምህርቲ ስለ ዝኾነ ☐
   ካሊእ እንተሃልዩ ግለፃ_____
8. ፍሉይ ሓገዝ ንደቂ ኣንስትዮ ትምህርቲ መምህራንክን ኣብ ሰሙን ንክንደይ ግዜ ይምህሩ?
   ሀ) ሓደ መዓልቲ ☐ ለ) ክልተ መዓልቲ ☐ ሐ) ሰለስተ መዓልቲ ☐
   መ)ሰሙን ሙሉእ ☐
9. ንፍሉይ ሓገዝ ንደቂ ኣንስትዮ ትምህርቲ ዝተወሃበ ግዜ ከመይ ትግምግምኡ?
   ሀ) እኺ☐ ለ) ብመ☐እኽል ሐ) ☐ኽል ኣይኮነን
10. ፍሉይ ሓገዝ ንደቂ ኣንስትዮ ትምህርቲ ኣብ መዓልቲ ንክንደይ ግዜ ይወሃብ?
   ሀ) 30 ደቂቃ ☐ ለ) 1:00 ☐ ሐ) 1:30 ☐ መ) 2:00 ☐
   ካሊእ እንተሃልዩ ግለፃ_____
11. ፍሉይ ሓገዝ ንደቂ ኣንስትዮ ትምህርቲ ኣብ ዓመት ንክንደይ ወርሒ ይወሃብ?
   ሀ) 3 ወርሒ ☐ ለ) 4-5 ወርሒ☐ ሐ) 6-7 ወርሒ ☐ መ) 8-9 ወርሒ☐
12. ኣመራርሓ ቤት ትምህርቲ ንፍሉይ ሓገዝ ንደቂ ኣንስትዮ ትምህርቲ ኩሉ ግዜ ክትትል ይገብሩ ዶ?
   ሀ) እወ ☐ ለ) ኣይገብሩን ☐
13. ቤት ትምህርቲ ፍሉይ ሓገዝ ንደቂ ኣንስትዮ ትምህርቲ ምስ ተዋህበ ኣብ መጨረሻ ምዘና /ግምገማ የካይድ ዶ?
   ሀ) እወ ☐ ለ) ኣየካይድን ☐
14. ንቁዕሪ 13 መልስክን"ሀ" እንተኾይኑ እንታይ ዓይነት ምዘና ይጥቀም?
   ሀ) ሓፂር ፈተና ☐ ለ) ክፍሊ ዕዮ ☐ ሐ)ዕዮታት /ኣሳይመንት/ ☐
   ካሊእ እንተሃልዩ ግለፃ_____
15. ኣብ ፍሉይ ሓገዝ ንደቂ ኣንስትዮ ትምህርቲ ኩሉ ግዜ ትማሃሪ ዶ?
   ሀ) እወ ☐ ☐ ኣይማሃርን
16. ድሕሪ ፍሉይ ሓገዝ ንደቂ ኣንስትዮ ትምህርቲ ምምሃርኪ ኣብ ውዕኢት ትምህርትኪ ዝረከብክዮ ለውጢ ከመይ ትግምግምዮ?
   ሀ) ምምሕያሽ ኣሎ ☐ ለ) ምምሕያሽ የለን ☐ ሐ) ኣይፈልጦን ☐
   ካሊእ እንተሃልዩ ግለፃ_____

17. ኣብ ቤት ትምህርትክን ንፍሉይ ሓገዝ ንደቂ ኣንስትዮ ትምህርቲ ዝጠቅም ናይ ምኽርን ማዕዳን ዝወሃበሉ መስርሕ ኣሎ ዶ?

ሀ)እወ ☐ ለ) የለን ☐

ክፍሊ III. ምስ ንፍሉይ ሓገዝ ንደቂ ኣንስትዮ ትምህርቲ ደገፍን ዘድልዩ እታዎታትን ዝተኣሰሰሩ ነገራት

18. እዞም ዝስዕቡ ሰብ ብፅሒት ንፍሉይ ሓገዝ ንደቂ ኣንስትዮ ትምህርቲ ዝገብርዎ ሓገዝ ኣመልኪትክን ኣብ ዝተወሃበ መማረፂ ናይ' ✓'ምልክት ግበራ

	ካብ	ፅቡቕ	ደሓን	ምንም የለን
18.1.	ርእሰ መምህራን			
18.2.	ምክትል ርእሰ መምህራን			
18.3.	መምህራን			
18.4.	መማህርቲ ደቂ ተባዕትዮ ተምሃሮ			
18.5.	ወለድክን			
18.6.	ወመሕ			
18.7.	ወረዳ ሱፐርቫይዘራት			
18.8.	ወረዳ ጉዳይ ደቂ ኣንስትዮ			

19. ቤት ትምህርትክን ንፍሉይ ሓገዝ ንደቂ ኣንስትዮ ትምህርቲ ምችው ሃዋህው ንምፍጣር ዝገብሮ ፃዕሪ ኣሎ ዶ ?

ሀ) እወ ☐ ለ) የለን ☐

20. ንቁፅሪ 19 መልስክን"ለ" እንተኮይኑ ምክንያቱ እንታይ ይመስለክን? (ካብ ሓደ መማረፂ ንላዕሊ ምጥቃም ይከኣል)

ሀ) ናይ ርእሰ መምህራን ዘይምግዳስ ☐ ለ) ሕፅረት በጀት ☐

ሐ) ሕፅረት መምሃሪ ክፍሊ ☐ መ) ናይ ወለዲ ድሌት ምንኣስ ☐

ረ) ናይ ደቂ ኣንስትዮ ድሌት ምንኣስ ☐

ካሊእ እንተሃልዩ ግለፃ_____

21. እዞም ዝስዕቡ ነገራት ኣብ ቤት ትምህርትክን ኣብ ፍሉይ ሓገዝ ንደቂ ኣንስትዮ ትምህርቲ ዘለዎም ኣስተዋፅኦ መሰረት ብምግባር ምህላዎም ዘይምህላዎም ኣብ ዝተዋሃቡ መማረፂታት ናይ' ✓'ምልክት ግበራ

ሪኃ	ዝርዝር	ልዑል	ማእኸላይ	ትሑት
21.1.	መምሃሪ ክፍሊንፍሉይ ሓገዝ ንደቂ ኣንስትዮትምህርቲ			
21.2.	ንፍሉይ ሓገዝ ንደቂ ኣንስትዮትምህርቲ ዝወሃብ ግዜ			
21.3.	መምሃሪ መፃሕፍቲ			
21.4.	መምርሒ ንመምህር			
21.5.	ሽልማት ንብሉፃት ደቂ ኣንስትዮ ተምሃሮ			
21.6.	መጣቐሲ መፃሕፍቲ			
21.7.	ንፍሉይ ሓገዝ ንደቂ ኣንስትዮትምህርቲ ዝወሃቡ ዓይነት ትምህርትታት ዝዛመድ መምሃሪ ሓገዝ			
21.8.	ካሊእ እንተሃልዩ ግለፃ			

ክፍሊ IV. ምስ ንፍሉይ ሓገዝ ንደቂ ኣንስትዮ ትምህርቲ ኣሉታዊ ፅልዋ ዘለዎም ዝተኣሰሰሩ ነገራት

እዞም ዝስዕቡ ፀገማት ምስ ፍሉይ ሓገዝ ንደቂ ኣንስትዮ ትምህርቲ ዝተኣሳሰሩ እዮም ። ስለዚ ' ብጣዕሚ ልዑል'፣ 'ልዑል'፣ 'ማእኸላይ'፣ 'ትሑት'፣ 'ብጣዕሚ ትሑት' ብምባል ኣብ ዝተዋሃቡ መማረፂታት ናይ' ✓'ምልክት ግበሩ

22. ምስ ናይ ቤት ትምህርቲ ፀገም ተኣሳሲሩ ኣብ ደቂ ኣንስትዮ ተምሃሮ ኣብ ውፅኢት ትምህርተን ኣመልኪቱ ክሳብ ብተግባር ምስ ህልው ኩነታት ቤት ትምህርትክን ክንደየናይ ኣንገብጋቢ ፅልዋ ከም ዘብፅሕ ብምግምጋም ኣብ ዝተዋሃቡ መማረፂታት ናይ' ✓'ምልክት ግበሩ

ሪጋ	ዝርዝር	ብጣዕሚ ልዑል	ልዑል	ማእኸላይ	ትሑት	ብጣዕሚ ትሑት
22.1.	ድሌት ተምሃሮ ምንኣስ					
22.2.	ተደጋጋሚ ናይ መምህራን ምትራፍ					
22.3.	ራሕቂ ቤትትምህርትን ገዛን					
22.4.	ተኸታታሊ ፍሉይ ሓገዝ ንደቂ ኣንስትዮ ትምህርቲ ዘይምህባ					
22.5.	ዘይምችው ኣወሃህባ ግዜፍሉይ ሓገዝ ንደቂ ኣንስትዮ ትምህርቲ					
22.6.	ዘይምህላው/ሕፅረት መምህሪ ሓገዝ					
22.7.	ኣሉታዊ ኣተሓሳስባ መምህራን ኣብ ትምህርቲ ንደቂ ኣንስትዮ					
22.8.	ምስ ከባቢ ዘይጠዓዓም ስርዓተ ትምህርቲ					
22.9.	ናይ ምኽርን ማዕዳን መስርሕ ዘይምህላው					
22.10	ድኹም ምሕደራ ቤት ትምህርቲ					
22.11	ናይ ቤተሰብ ኣኮኖሚ ደረጃ ምትሓት					
22.12	ካሊእ እንተሃልዩ ግለፃ					

23. ምስ ማሕበራውን ባህላውን ፀገም ተኣሳሲሩ ኣብ ደቂ ኣንስትዮ ተምሃሮ ኣብ ውፅኢት ትምህርተን ኣመልኪቱ ክሳብ ክንደይ ዝኣክል ፅልዋ ከም ዘብፅሕ ብምግምጋም ኣብ ዝተወሃበክን መማረፂ ናይ ✓ምልክት ግበሩ

ሪጋ	ማሕበራውን ባህላውን ፅልዋ	ልዑል	ማእከላይ	ትሑት
23.1.	ወለዲ ደቂ ኣንስትዮ ደቆም ክማሃራ ኣይደልዩን			
23.2.	ትሕቲ ዕድመ መርዓ			
23.3.	ደቂ ኣንስትዮ ተምሃሮ ኣብ ገዛ ሓገዝቲ እኖታተን እየን			
23.4.	ደቂ ኣንስትዮ ተምሃሮ ናይ ገዛ ሰራሕተኛታት እየን			
23.5.	ፆታዊ ትንኮሳ ኣብ ልዕሊ ደቂ ኣንስትዮ ተምሃሮ			
23.6.	ናይ ወለዲ ድሌት ምንኣስ			
23.7.	ካብ ደቂ ተባዕትዮ፣ደቂ ኣንስትዮ ተምሃሮ ዝሓሸ ክዳንን ጌፃ ገፅን ይደልያ			

24. ካልኦት ዓበይቲ ፀገማት ኣብ ትግበራ ፍሉይ ሓገዝ ንደቂ ኣንስትዮ ትምህርቲ ዘጋጥሙ ፀገማት ኣብ ቤት ትምህርትኽን እንተሃልዮም ግለፃ

25. ናይ ቶም ዘጋጥሙ ፀገማት መፍትሒ ክኾኑ ይክእሉ እዮም እትብልኦም ዘርዝሩ

ንሰናይ ትሕብብርክን የመስግን

APPENDIX D

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Interview guide for school principals and vice principals

Woreda _____

I. Personal information

1. Name of school_____
2. Age_____
3. Sex _____
4. Occupation_____
5. Year of experience (service)as a teacher_____

II. Issues related to female students tutorial program

1. Does the school run tutorial program for its female students? If 'Yes' does your school starts the tutorial program for female students' along with the regular teaching learning process?
2. What are the subjects given in the tutorial program to female students' in your school? Why?
3. How often do you arrange a tutorial program to female students' per week?
4. For how many months is the tutorial program given within the academic year?
5. Do female students attend the tutorial class regularly?
6. Do you make the necessary follow up of the tutorial program regularly?
7. What are the assessment methods commonly used by teachers for female students after providing tutorial program?
8. How do you evaluate female students' academic progress after they attend the tutorial program?
9. How do you evaluate the cooperation of stake holders and school level actors for female students' tutorial program?
10. Does the school prepare reward or incentives for highly participated teachers and high scored female students in the tutorial program?
11. What other major challenges are encountered in conducting tutorial program for female students' in your school?
12. What actions should be taken to overcome the challenges facing school based tutorial program in your school?

APPENDIX E

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Interview guide for school supervisors

*Region*_____

Woreda_____

I. Personal information

1. Age_____
2. Sex _____
3. Occupation_____
4. Year of experience (service)as a teacher_____

II. Issues related to female students tutorial program

1. Does the school run tutorial program for its female students? If 'Yes' does the school starts the tutorial program for female students' along with the regular teaching learning process?
2. Do female students attend the tutorial class regularly?
3. Do you make the necessary follow up of the tutorial program regularly? Describe the method.
4. How do you evaluate female students' academic progress after they attend the tutorial program?
5. How do you evaluate the cooperation of stake holders and school level actors for female students' school based tutorial program?
6. Does the school provide reward or incentives for highly participated teachers and high scored female students in the tutorial program?
7. What other major challenges are encountered in conducting tutorial program for female students' in school?
8. What actions should be taken to overcome the challenges facing school based tutorial program for female students 'in school?

APPENDIX F

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Interview guide for Parents

*Region*_____

Woreda_____

I. Personal information

1. Age_____
2. Sex _____
3. Occupation_____
4. Level of education_____

II. Issues related to female students tutorial program

1. Do you follow your daughter's academic performance by communicate with teachers in school regularly?
2. How do you encourage your daughter in order to improve her academic performance at home?
3. Did you get an orientation about a tutorial program for female students in the school?
4. Do you have information about your daughter's participation in the tutorial program?
5. How do you describe your daughter's academic performance after and before attending the tutorial program?
6. What other major challenges are encountered in conducting tutorial program for female students' in the school?
7. What actions should be taken to overcome the challenges facing school based tutorial program for female students' in school?

APPENDIX G

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Checklist for the availability of documents related to female students tutorial program in the school.

Name of school_____

Woreda_____

Sn	Aspects to be observed	Available	Not available	Remark
1	Tutorial program plan of the school			
2	Time table of the tutorial program			
3	Observation checklist for the tutorial program			
4	Number of registered female students list			
5	Mark list and roster for the tutorial program			
6	Time of discussion of school with female students, teachers, parents			

APPENDIX H

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Observation checklist related to female students tutorial program in the school.

Name of school_____

. Woreda_____

Sn	Aspects to be observed	Yes	No	Remark
1	Does the teacher come to the tutorial class on time?			
2	Does the teacher take attendance to female students in the tutorial session?			
3	Does the teacher use student centered when teaching in the tutorial class?			
4	Do all female students come to the tutorial class on time?			
5	Does the teacher allow students to ask, to answer questions freely in the tutorial class?			
6	Are there enough classrooms to provide tutorial class any time in the school?			
7	Does the teacher evaluate students at the end of the tutorial session?			
8	Do school principals observe the tutorial class?			

Declaration

I, the undersigned graduate student, declare that this thesis is my own original work and has not been presented for a degree in any other university, and that all sources of materials used for the thesis have been duly acknowledged.

Name: **Hagos Nigusse**

Signature: _____

Date: _____

Addis Ababa University

This Thesis has been submitted for examination by my approval

Advisor Name: Abdulaziz Hussien **(Ph.D)**

Signature: _____

Date: _____