

**THE PRACTICES, SUCCESSES, AND CHALLENGES OF
TUTORIAL PROGRAM FOR FEMALE TRAINEES
IN BONGA AND HOSSANA COLLEGES
OF TEACHERS EDUCATION**

BY

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ABBREVIATIONS AND ACRONYMS

AIS	Academic Intervention Services
ARVD	Academic and Research Vice Dean
EFA	Education for All
FGD	Focus Group Discussion
IAE	International Academy of Education
IBE	International Bureau of Education
IER	Institute of Educational Research
MDG	Millennium Development Goal
MOE	Ministry of Education
MOFED	Ministry of Finance and Economic Development
NAESP	National Association of Elementary School Principals
NCLB	No Child Left Behind
SES	Supplemental Educational Services
SNNPR	South Nations and Nationalities People's Regional state
UDHR	Universal Declaration of Human Rights
UN	United Nations
UNESCO	United Nations Education, Scientific, and Cultural Organization

ABSTRACT

This research work was conducted aiming at examining the practices, successes and major challenges of the tutorial program for female trainees in Bonga and Hossana Colleges of Teachers Education. In search of vital considerations and preconditions required to the ideal instructional settings of tutoring, literatures are found to devote their scientific inquiries. This provides the guiding principles, strategies and remedial suggestions reviewed here, for that matter. This study is descriptive survey study undertaken using both quantitative and qualitative methods, in which the colleges community (female trainees and instructors of both sexes) participated. Questionnaires, interview, focus group discussion and document review were used as data collecting instruments and the data were analyzed by using frequency count, percentage and descriptive statistical methods. While tutoring for female students was employed in the colleges under the study, the practical impressions are identified to have been denying the extent to which the program was thought to help the beneficiaries. In the research under taken, it was pointed out that among several others, failures of organizing the program, the non existence of clear-cut plan of action, the absence of legal accountabilities to be asked for such ill-fitted college female tutorial practice, and wrong perception such as stereotypic reluctance were witnessed while shadowing the casts of the repercussion there on the eyes of participants, the non participant students and the faculty members. These and others have contributed much for the lesser significance of female tutorial programs conducted in the colleges investigated. Thus, the shift towards creating and raising awareness, assigning responsible coordinators, providing training, participating more female tutors, developing and employing different follow-up and evaluation strategy and establishing proper communication channel were what the research finally recommends, for that matter.

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the Study

The education of females is believed to have far-reaching benefit: as the following saying of a Ghanaian educator revealed the fact that “educate a man you have educated an individual, educate a woman and you have educated a nation” (Johnson & Christensen 2004). Similarly Rose (1996) stated that giving females’ equal access to education is not only their right, but is also to have significant social and economic merits for the country. Every education system in the world indicates that there is a strong link between education and development in general and female education and national development in particular. In relation to this Hill & King (1993) in Tamire (2008), in their study on females education in developing countries, reported that “evidence from many countries points to strong links between the education of females and national development.” Hence, nowadays, as a catching-all term, female education is appeared with complex issues addressed on and debates exchanged along its contemporary perspectives. (Wikipedia the free encyclopedia, 2008).

While females in Africa account for more than a half of the entire population a solid fact, female education in Africa has not yet developed at the same pace as that of males. Gender disparities in education in developing countries can be characterized by some influence from cultural and traditional practice (Nakanyika & Balihatu, 2002). There are many recent studies that examine problems African females encounter while attempting to pursue higher education (Johnson & Christensen, 2004).

Similar to many African and other developing countries, the education of female students in Ethiopia has not reach to its appropriate level yet; rather it is found in its rudimentary stage. Millennium Development Goal (MDG) report (2004), after assessing several studies stated that females in Ethiopia are disadvantageous to their gender status.

In addition, in Ethiopia females’ enrollment rate is low, and those who enrolled are also achieving less when compared to male students. Hence, most female students are the

victims of low academic achievement at the extent of seeking special attention from all the concerned bodies.

However, since the last few years a number of meaningful measures are taken by the government and other stakeholders to increase the enrollment rate of female students and place special attention to support those at-risk female students by designing and implementing different academic intervention strategies.

As far as females' education is concerned, these days' providing supplemental academic services is the question of female students and the society at large. Female students are highly at risk today mainly because of economic and social problems. Although many developing countries made effort in education, females and males in these countries were not equally educated. The inequality in education is reflected in terms of lower enrolment rates, higher attrition rate and lower academic performance among females in schools (Nakanyika & Balihatu, 2002). Such challenges capture wider focuses towards making various academic interventions like remedial education or supplemental academic services (Francis & Rivera, 2006).

Here comes the question of who needs remedial education or supplemental academic service. Undoubtedly its answer is indeed those who are low achieving in their educational status as a whole and those of females in particular. The male female variation with regard to academic status tells us that females are installed to lower academic achievement as a server effect of socio-economic and cultural challenges. In fact the school related factors are still considerable here too (Rose, 2003; Teshome, 2002; UNESCO 2006 in Amare 2006).

In alleviating the aforementioned problem, educational institutions designed different strategies which enable those low achieving female students to be competent with their classmate across sexes (both sex). Among the strategies which help to assist low achieving females in this regard may be the most commonly practiced one and of course the main intent of this research paper is tutorial as a regularly conducted supplemental academic service. Supplemental academic services here can be any move towards assisting low achieving students. As a prominent means, we have tutoring, which is an

additional academic instruction devised to devote itself towards improved learners academic performance in schools (supplemental educational services non-regulatory guidance, 2005). Here, the additional instructional support with all the needs call up may be put into effect on a particular subject or a number of subjects at some point of time within their school years.

Likewise, educational institutions usually provide different academic interventions in the form of tutorial programs including before and after school classes, Saturday classes, summer time classes and extra period sessions in the difficulty area of a subject (subjects) as a double dosing implement (American Federation of Teachers, 1998 as cited in Wondiye, 2007).

Literatures indicate that the Ethiopian educational institutions have been witnessed to have practiced tutorial programs. But the way that these institutions handle this tutorial program may differ with their status/level/and experience of doing about it. In the same manner that regular teachers (instructors) conduct tutorial classes in the after school hours and during the week end serving as a satire way to raise students lag behind the expected performance. These tutorial classes are mainly given to female students.

It is clearly known that tutoring as the most preferred means of supplemental academic intervention program is supposed to be carried out on the basis of its preconditions, principles, guidelines and specifications (Farrant, 1980; Snow, 2003; Topping, 2000). Such a supplemental strategy referred as tutorial program, becomes the order of the day, since it currently comes up to deal with upgrading the students academic performance at risk. In doing so, tutorials call up for a justifiably fair lead towards reaching the coping up destinies where students' competitiveness beats disparities, denies stereotypes and forgives socio-cultural set backs which caused achievement disabilities. In theory, tutorial programs should be well designed to be fitting with its instrument of keeping every motives, interests, attempts and accomplishments of each beneficiary learner, she/he is in charge of. But in practice as the researcher observed from the previous experience of this practice as a college instructor, there has been less attention given to implement the program in a planned, organized and supervised manner. True that, there have also been a wrong impression on tutorial programs conducted in the eyes of both students and

teachers as they perceive the same program to be illusive, miscalculation, time consuming task for little or no effect. It has been also taken as an intimidation, as a rose, from an over concerned act for group performance variation.

With this regard, this research tries to investigate the practice of tutorial programs as a remedial or supplemental strategy that have especially been provided for female students in colleges of teachers education from the view point of the case in those of Bonga and Hossana.

1.2. Statement of the Problem

There is a strong belief among different educators that we can make educational-institutions better places of teaching-learning for those at risk learners, most importantly the females, by providing properly organized tutorial program. It may serve as an instrument for teachers to solve some of the classroom problems that impede for the proper attainment of quality education. To Husen and Thwaite (1994), tutoring improves achievement, self concept and attitudes towards school and students gain more by getting tutored. In connection with this, as several studies have been demonstrating that, it has a positive impact on the learners, if it is implemented properly.

Nevertheless, the researcher has encountered with the case inside the selected colleges that tutorial instructions were rather viewed as an extra-intimidating task and/or over burdening activity. There, it appeared with a deceiving image so much so that its merits like bringing about improved performance out of special supports, is still hidden and unmasked yet to visualize all that. In short such supplementary instructions are remained untapped to cause drops of academic significances. For its surprise, tutoring has had that unreal image in these colleges where all tutorial set-ups have been well adjusted deliberately in a planned and organized manner. Besides, the conducted tutorial programs have not assessed as yet shaded their coming forth impacts on the next implemented ones. As the experience of the researcher in the colleges under the study revealed such program is carried out with a concern that may be a bit greater than ignoring it. Indeed its implementation vitalities have not surpassed beyond its tentative schedules announced by the departments and the students' extra-time instruction attendances.

Hence, the intent of this study is to examine the tutorial practices of colleges under the study and to dig out the successes and challenges of the tutorial program for female trainees in colleges of teachers' education of Bonga and Hossana. Therefore, this study tries to seek answers for the following basic research questions.

1. How do female students find the tutorial program?
2. What are the typical features of the tutorial program as a supplemental academic service and in what ways do colleges of teachers' education under the study practice it?
3. What are the challenges encountered in practicing this tutorial program?
4. What are the possible ways of enhancing females' tutorial practice?

1.3. Objectives of the Study

This research will be able to:

- investigate the general practice of the tutorial programs that are provided to female trainees;
- find out the typical features of the tutorial program as a supplemental academic service;
- figure out the major challenges faced on the implementation of the tutorial program;
- Suggest possible solutions for problems related to tutorial program for female students.

1.4. Significance of the Study

This study attempted to examine the existing general situation of tutorial programs provided for female trainees in colleges of teachers' education of Bonga and Hossana and the major problems related to its practice.

The study also expanded its span to see what contribution it had for the academic achievement of those students who participate in the practice. So, the result of this study primarily might help students and instructors to exert their effort as much as possible to the appropriate intent of the tutorial practice.

It is also to governmental and non governmental institutions which directly or indirectly involved in the program by addressing the existing trend of the program activities and the alternatives curving the problem, so that they can take part in it in the right way.

The study can also serve as initial point of reference for those who want to make further intensive investigation and theories on similar issues.

This study may have the potential to awaken the higher educational officials to conduct timely and continuous investigation about the program and also to take the appropriate measure regarding the program from time to time with improvement.

1.5. Delimitation of the Study

There are four governmental teacher education colleges in SNNPR state. In order to have a clear picture of the practices, successes and challenges of tutorial program for female trainees in colleges of teachers education of the region it requires including all these colleges in the study. However, it is very difficult to include all in the study due to the fact that they are dispersed in the region and shortage of time. Hence, this study has been delimited to two colleges of the region, namely, Bonga and Hossana Colleges of Teachers Education.

In addition, this study is delimited to the tutorial program offered in colleges by the classroom subject teachers for female trainees. Besides, the study also looks into second and third year female students who have been participating in the tutorial program, their respective teachers, tutorial program coordinators at colleges, and other concerned bodies in the colleges.

1.6 Limitation of the study

Initially, the study with all its nature and the required research moves in it, has foreseen a considerable deviation from the highest possible limits of generalization, reliability, and accuracy. This provides the limitation of this research work.

The research problem as we shall see revolves around the pivotal shaft of contemporary issue i.e. female education, whereby, very little of the latter's wider horizon has been covered by the researches. The case becomes negligible with respect to that of Less Developing Countries like Ethiopia. Hence, concise, relevant, and consistently related literature is considered to remain at scarce. Likewise, it is also speculative that ideal models and sound experiences can not be available.

From the very start (at its initial study) the research theme i.e. female tutorial practice in the colleges under the study is found to have no assessment set ups for quantifying the effectiveness of the program. Due to the same reason, colleges hardly make relevant documents available to this research work. Consequently, the research results are installed to be presented, in most cases, qualitatively. Here, such a qualitative dominance is also noted potentially to affect the research itself to a certain degree.

Here, so as to minimize the research adversities caused by the indicated limitation of the study, there have been the identification and utilization of some alternatives. This can mainly include the shift towards the conceptual frame work in place of the literature constraints regarding the relevant models and experiences pertaining tutorial services. Like wise, the loop holes fractured along the non- existence of pre and post tutorial achievement records in the colleges has been filled up taking the advantage of flexibility out of the semi- structured interview made.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. Females Education

Female education is a multi faceted whole that inculcates complex issues and debates surrounding primary secondary and tertiary levels of education for females. It includes areas of gender equality and access to education, and its connection to the alleviation of poverty (Wikipedia the free encyclopedia, 2008). In connection with this, access to quality education and improving the quality of education for females are the fundamental human right issue and set as the most urgent priority task (UDHR, 1948; EFA goals in MOE, 1994). After all, giving females equal access to education is not only their right, but is also likely to have significant social and economic benefits for the country (Rose, 1996). In favor of this idea, The Economist (2006) stated the prime means to gain better standard of living in developing countries is investing on female education. Here the assumption is investing in female education is to yield broad economic and social benefits for national development.

Among the Millennium Development Goals (MDGs) that established in 2000, the one and considered to be central to all others is gender equity. Because giving equal access to the education of females is of paramount importance in so far as it helps in developing a country (Yelifgn, 2001). On the basis of this fact various policy declaration have stressed the need for females to take part in various economic, social and other sectors in order to bring about the desired change. As a matter of fact females' education is a mean of increasing their participation in social and political life thereby improving their status in decision making and increasing their control over their lives (Yelifgn, 1998). However, as the report of (UNESCO, 1998) uncover the fact about the issue, even if significant progress has been achieved to promote the access of females education at all levels, there are various socio-economic, cultural and political obstacles remain ever persistent in many places in the world to hamper their full access and effective integration.

Hence, it is not tenable to say that the on going effort made by the concerned bodies secured positive results regarding gender-equality and access to females' education, but

the gender-gap is nevertheless widening. In consolidating the above issue Rose (2003) stated that despite on going efforts; the gender gap has not narrowed to the expected level, although there are hopeful optimist signals of improvement over the next decade.

Females' education, as compared to that of males, has been lagging behind in primary and secondary education and the gender-gap is even worse in the tertiary education. When we see the problem particularly in the case of Ethiopia, the proportion of females to males has not yet reached one to four (MOE, 2006). The higher education of females is still a long way of compared to what is desired by the country. This is due to various social, economic and cultural factors that hinder the participation and performance of female students (Yelfign, 2001). This in turn has an impact on the participation and performance of females later in life, in their access to decision making positions and their participation in the country's development.

Even though females' enrolment rate in education at all levels, increasing from time to time, as information from national and regional studies exhibited that females' academic achievement is significantly lower than that of males' (Tamire, 2008). Generally, while such disparity in achievement and ability is consistently found to be negligible in developed countries, this does not seem to be the case in Ethiopia now.

Thus, in Ethiopia both enrollment and academic achievement of female students are not reaching at its satisfactory level and the problem seems very serious at the level of higher education. That is why Hedija (2002) indicates that the enrolment and academic performance of female students in higher education is low as compared to the male students. So, up next, it is better to focus on the factors which contribute to female students' low academic achievement.

2.2. Factors Contributing to Female Students Low Academic Achievement

Nowadays, gender equity and access to quality education for females are prominent issues because of the linkage that they have with the national development. Accordingly, females' access to education has been recognized as a fundamental right, and increasing their access is among the goals of the millennium in all over the world (MDG, 2000). Of course, females have to participate in social, economic, and political activities and thus

education helps females with family planning, health care and nutrition, and the better they are educated the more they are empowered and assertive. Better and more education lead them to decision-making position and to higher incomes (Yelfign, 2001).

However, even if there are efforts exerted by the concerned bodies to have all these benefits of educating females from time to time, there is still gender-gap and achievement gap in between males and females and among female students. So, on the basis of this fact it is vivid that the efforts and the practices are still not found promising-on both the enrolment rate of females as compared to males and on females' academic success when compared to their male counterparts.

In this instance we can notice both gender-imbalance and achievement-gap in between males and females. Concerning gender imbalance Asresash, Ruth, and Kassahun (2002) stated that gender imbalance in different sectors including education, is one of the current critical issues that requires immediate intervention and empowerment of females in political decisions and senior management posts and implementation of affirmative action to correct it. Here the major point is not only the gender imbalance that exists, but is also the achievement-gap between males and females with the presence of this gender imbalance makes the issue very serious and fatal.

As it is confirmed by many psychological and educational theorists, success and/or failure in academic aspects is not merely a matter of masculinity or femininity or ability/inability of the individual learner rather it is a matter of enormous factors. In supporting to this idea McCormick and presseley (1997) explained the fact that there seems to be a general consensus among theorists in psychology and education that an individual's academic achievement is not a simple function of his/her innate ability rather it is a cumulative effect of both the individual's potential to that ability and other exogenesis factors. In this regard success or failure in academic aspects is not only an attribute of ability/inability of the individual's but is also of favorableness/un favorableness of the environment. In particular, exposure to different types of stimuli out of classroom and school may cause different levels of academic achievement independent of ability. Besides, (National Association of Elementary School Principals (NAESP), 2002) indicates that the causes for the achievement gap are complex.

So, it is believed that, based on different research findings, there are enormous factors that apparently influence academic achievements of students regardless of their sex as a whole and female students in particular. NAESP (2002) on the basis of different research findings stated that the causes for the achievement gap fall into two categories such as factors related to students' economic status, cultural environment, family background and factors related to students' school.

In a more or less similar way Hyde, Dehab, Asegedech, Anbesu and Nuri (2005) enlisted factors related to gender-difference in education as political and institutional factors, cultural factors, economic factors and school related factors. Besides Hedija (2002) provide the reasons why females become low achievers could be lack of family support, cultural barriers and harassment.

Thus, up next, those factors contributing for low academic achievement of female students in to three categories with three headings.

2.2.1 Economic Factors

Several research findings revealed the fact that there is obviously a strong connection between student's academic achievement and economic status of the learner, in particular and the society, at large. Besides, the problem of economic status as a cause of low academic achievement becomes very serious on females than males. UNESCO (1998) listed the various economic factors which affect gender-equality in education as follows:

- Poverty
- Direct cost (tuition fee, transportation)
- High opportunity cost/lower rate return
- Females needed for household

One of the main factors associated with low students achievement is poverty. Students living in persistent poverty are more likely than others. Students suffer from many conditions that impede their learning, including (NAESP, 2002):

- Poor health care
- Frequent changes in residence, requiring transferring to new schools repeatedly
- Lack of books and other educational resources in the home
- Parents with lower levels of education

- Unstable family structure

On the other hand Hyde et al (2005) listed some economic factors related to gender-disparity and as the same time achievement gap as state resources for education, family and community resources for education, opportunity cost for females education, and quantity, quality and distribution of adult labor market opportunities. Particularly with respect to family and community resources for female education Hedija (2002) indicated that the role of family is very crucial in the case of female students at tertiary level of education in terms of moral and material support. She further pointed out as to how family support leads female students to low academic achievement in a manner that “female students need money to buy some clothes, make ups and stationary materials. And if these things are not fulfilled they may feel inferior to their colleagues and may divert their attention from education and try to get some way to fulfill their requirements. This in turn may lead them to become poor in their academic performance.”

Moreover, Teshome (2002), listed the economic factors which diminish females academic achievement as direct schooling cost, the opportunity cost of schooling, limited employment, socio economic status, parental/family investment behavior and the economic value of females.

2.2.2. Cultural Factors

Culture has something to do with education and vise-versa. For this it is possible to say that culture and education are the sides of the same coin. But it doesn't mean that culture has a positive impact on education all the time rather it may have a negative consequences on education. That is why cultural barriers have counted as factors that hinder females' academic performance and a cause to become low achiever. To Hedija (2002);

the social training and expectation of female students at home has some impact on the level of confidence they develop and their choice of what they want to be. This condition leads to lack of assertiveness that encourages females to be silent, shy, passive, humble and emotive-culturally considered as good qualities of a woman. As a result of lack of assertiveness after joining tertiary level of education they may face difficulties in adjusting themselves to a new academic environment which in turn leads to psychological instability and there by poor academic performance .

Accordingly Teshome (2002), asserted that socio-cultural beliefs, customs, practice, pregnancy, insecurity, female's expectation and other decisions contributed for female's poor academic performance.

Some of the specific cultural factors that have an adverse effect on females' academic achievement are lack of educated female role models, discordance between religion and secular models of education, early marriage, social and family gender role expectations, and family and community commitment to females' education among others (Hyde et al, 2005; Rose, 2003;Teshome, 2002).

Likewise, as a concluding entity UNESCO (1998) forwarded a list of cultural factors contributing for the existing low academic achievement of females as it generally includes;

- Parents' low level of education
- Lower priority for female education
- Females education perceived as incompatible with traditional beliefs or religious principles
- Early marriage and pregnancies
- Role of the females /women as wife and mother)
- Skeptical attitude towards benefits and outcomes from educated females

2.2.3. School Related Factors

Among the exogenesis factors which spirally link with female students low academic achievement school/college related factors are the one and plays very great role. Here, as Tamire (2008) enlisted these factors are:

I) teachers (teaching methodology, attitude towards gender issue; nature of exam, undesirable relationship), scarcity of female teachers, and lack of male teachers' commitment to solve females' problems in colleges II) curriculum (difficulty and irrelevance of courses, scarcity of reference materials, and associated facilities), III) management (transparency, protection of females from abuse, prioritizing services to females, health and related services), iv) social/friends-females seem to be influenced more than males by friends for better or worse.

In the same way Hyde et al (2005) identified those school related factors as inadequate school-resources, teachers' textbooks, facilities; unfavorable gender ratio, inadequately trained teachers, unsupportive school culture, poor curricula and historical pattern of school establishment.

According to UNESCO (1998) school-related factors for the diminishing female students academic achievement includes:

- limited schools/classroom space
- high school fees
- low proportion of female teachers
- teachers untrained/non-sensitized to gender issue
- school curricula in conflict with traditional culture
- orientation of females
- sexual harassment and insecurity etc

Among the school-related factors which affect the students' academic achievement regardless of both sexes and female students separately, the quality of teaching at the classroom level is taken the lions share to determine the students' achievement (Rose, 2003). By the same token UNESCO (2006) in Amare (2006) tries to show a strong link that has been observed between teachers' professional development and quality, especially on the areas of teachers' beliefs and practice, students learning and on the implementation of educational reforms.

Generally, factors contributing to students' low academic achievement in general and low academic achievement of female students in particular are interrelated. It seems for that the World Bank, Kane (2004) tried to identify two prominent factors as a reason for gender gap and low level of female's educational participation and performance. These are:

1. Supply side factors including the availability of school, the quality of services they provide and the extent to which the services are adapted to the special needs of females and

2. Demand side factors include how females and their families respond to the kinds of schooling made available to them, direct cost such as school fees, uniforms, transport, books, etc and opportunity costs

2.3. Tutoring /Supplemental Academic Service; A Strategy towards better female Students Achievement/

Since academic failure is one of the strongest predictors of early school leaving, programs designed in providing the disadvantaged students with opportunities to achieve academic success are key elements in any attempt to address their educational needs (Alkin, 1992). Accordingly, there are programs designed to assist the disadvantaged students in higher education in general and female low achievers in particular through supplemental academic services and/or remedial education.

Supplemental educational services are extra academic services during off school hours and they are designed to help students upgrade their learning standards (AIS, 2001; SES, 2007). And also supplemental academic services are kinds of academic interventions that facilitate the learning process of low achievers. Thus, these services include additional instructions designed to increase the academic achievement of students attending schools who are identified to be in need of improvement like tutoring and remediation. To this end, the services must be provided in the extra-times within/ out of the regular school days, and they are to be “high quality, research based, and specifically designed to increase students academic achievement (supplemental Educational services under NCLB, 2007). Hence, these services include two components such as additional instruction that supplements the general curriculum and students support services needed to address barriers to an improved academic performance.

According to Wikipedia, the free Encyclopedia (2008), remedial education can be expressed as, special instruction designed to help students catch up to a track of the desired level of academic achievement, an attempt to put remedy for insufficient learning in previous conventional academic settings. It also refers to those programs designed to compensate for an educational disadvantage. Similarly, Breneman and Harrlow (1999) stated the essence of college remediation as of remedial education

encompassing those courses and support services in basic academic skills which address the needs of a diverse population of under achieving students. As far as academic success in higher education is concerned, remediation pertinent to higher education is not a new phenomenon, rather colleges and universities have a long history of providing academic supports to students who need assistance for the betterment of their performance while dealing with challenging academic environment.

In fact, the most common form of academic support is tutoring. Tutoring may be provided on a one-to-one basis whereby a student receives instructional supports from a faculty member, a teaching assistant or a peer tutor; such services can be provided for small focus group members, other wise.

Among the strategies designed to assist low achieving students, the most common and the main intent of this study is tutoring. Here in, the following section will illustrate the definition and concept of tutoring, classification of tutoring, preconditions for tutoring, principle of tutoring and guidelines for effective tutoring.

2.4. Tutoring

2.4.1. Definitions and Concepts of Tutoring

Tutoring, as a supplemental academic service, which is extra-designed provision for students, has a long tradition at all levels of schooling.

Due to the greater existence longevity inside the school system, tutoring has been so far subjected to possess as various definitions as contributed by a number of scholars in the filed of education. Indeed such broader attributions to the definitions and concepts of tutoring also indicate what the scholars are sharing some points in common.

Tutoring is hence, a method of teaching whereby one student (or a small group of students) receives personalized and individualized instruction (Husen &Thwaite, 1994). Tutoring typically involves two individuals, a tutor and tutee, and most often supplements traditional classroom instruction conducted in large groups for those students who required remedial help and those who have learning difficulty with conventional instructional methods. Students can learn when they are provided with caring and

competent instructors, no-traditional methods, and well-through-out programs that unite the resources of the institutions (Roueche & Snow, 1977).

Likewise, Education Encyclopedia (2008) puts tutoring as a part and parcel of numerous educational programs designed for the prevention of, or intervention with, to the students at risk of educational failure. Hence, in addition to providing extra support, tutoring appears to be successful because the intensive individualized attention allows the tutor to identify the students' level of performance.

Tutoring is also taken as helping and supporting the learning of others in an interactive, purposeful and systematic way (Zoë Barley in Wondiye, 2007). This definition underlies the need of effective tutoring interactive ness, objectives and well organization. Thus, where there is a more systematic tutoring program, there, recruitment, selection, training and evaluation of the practice are also.

To Elliot (2000) tutoring is a special instruction designed to help students lead their effort to catch the track to move them up to the desired level of academic achievement. In his/her way of sharing experiences, Elliot explains that in the USA and Canada, tutoring is common at all levels of schooling from preschools through colleges and universities, and the practice typically involves re-teaching subjects or redesigning lessons to make the instruction clearer or more personalized for the beneficiary students.

According to Webster's New International Dictionary of the English language (1976) tutorial is described as a class or a seminar that is conducted by a tutor for a single or for a small number of students and that consists mainly of discussion and individual instruction.

Here all the definitions and concepts forwarded by different scholars revolve around some important pillars of the tutorial activities such as extra support, individualized attention, interactive ness and utilizing extra ordinary/ non traditional methods of instructions.

2.4.2. Classification of Tutoring

A wide spectrum of opinions have been reflected towards for who such extra academic support is suggestive and/or consulted to take tutorial sessions.

According to Husen and Thwaite (1994), there are at least three basic typologies of high school and college tutoring. The classification is made by giving a strong emphasis to the contents covered by the tutorial practice and its helpfulness for the academic achievement of students.

1. Course tutoring- a tutor provides a tutee with additional backups and explanation of material that is previously covered by the formal teacher/professor. This type of tutoring is a key component of Keller's (1968) Personalized System of Instruction (PSI). In the PSI method students are provided with lessons or units of instruction and progress through them at their own pace is worth expecting.
2. Emergency tutoring is provided to students who need help shortly in reaction to an impending examination, test anxiety, or personal crisis.
3. Structured tutoring- while tutoring, the tutor equips her/his self with computer generated tools. The tutor here demonstrates the tutee how to learn to use a computer lesson in this tutoring workshop setup.

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

1. Peer-tutoring-in this kind of tutoring students tutor other students while both of the tutor and the tutee are identical to their age, culture, language, motivation and the tutors' empathy for the latter's situation.
2. Cross-age tutoring-referring to a tutoring conducted by a tutor whose age differs from those of the tutees. These names i.e., peer and cross age tutoring are identified to overlap each other. Same terminologies bear various derivatives aspects like peer-teaching, peer-education, partner-learning, learner-teach-learner and learning through teaching.

On the basis of the magnitude of the tutorial practice, vary widely and tutoring can be classified into three sub categories (Zoë Barley, 2002 in Wondiye, 2007), these categories are

1. Professional tutoring- are a set of professionals including licensed teachers, trained specialists, and paraprofessionals. The use of experienced and professional tutors gives strength to the notion that professional teachers are best suited for the role of tutoring, nevertheless it is relatively expensive than the other type.
2. Volunteer tutoring- these tutors are mostly non-professionals and sometimes who are giving their time for merely intrinsic rewards.
3. Student tutoring- Although tutors here are students, they are significantly older or otherwise advanced beyond the academic levels of the tutees. Moreover, unlike the peer-tutors these tutors are not expected to gain academically from the on going tutoring interaction.

Despite the distinct dimension of the above tutoring taxonomy, each tutorial setup has instructional merit to enable the students achieve vital goals like increased academic achievement, developing students confidence, motivation and social skills. And as literature revealed that tutoring has positive development attributes in areas of self-esteem, self efficiency, self confidence, knowledge of how to deal with social issues, social interactions an understanding that learning can relate to life, an interest in a particular subject, and an understanding of the value of education Race and Brown (2004). So, for the development of all these areas the tutorial practices in whatever types, need different conditions to be fulfilled for effective result.

2.4.3. Preconditions for Tutoring

Several elements must be considered before an effective tutorial program can be initiated. As Hammill and Bartel (1990) listed the points to be taken into account before the implementation of the tutorial program are:-

- i. the student's problems must be assessed carefully
- ii. those areas in which the tutor will work must be chosen
- iii. the approach and materials to be used should be selected

- iv. the period of time to be spent on any activity should be estimated
- v. the tutor should know exactly what is expected, what is to be done and how to do it.

Otherwise the tutor may create problems and end up being “more trouble than he/she is worth.”

In the same way Farrant (1980) emphasized on the following important tasks to be accomplished prior to intervention.

- Identifying the extent and severity of students problem area (s)
- Discovering the causes of the problem by careful investigation.
- Seeking information of his suspicious by using different methods to show up the nature and degree of the students problem
- Drawing up remedial (tutorial) program
- Create opportunities to the students to return as soon as possible to the normal classroom.

In one way or the other, while designing a supplemental educational support or academic intervention, educators must consider several factors like content, the format for delivery, the match between the learner's difficulty and the intervention. And hence, good intervention programs have the following characteristics: a clear mission; realistic expectation for what its participants will achieve; a safe and healthy environment; a supportive emotional climate; stable, well-trained personnel; and content and instruction that match the child's needs and interests (The Wallace Foundation, 2005 cited in Wondiye, 2007).

In addition, the effectiveness of the intervention (tutoring) greatly depends upon the quality of the tutorial relationship, the training of the tutor, and the way the tutoring is organized and structured. As Husen and Thwaite (1994) concluded, based on research studies, that the more tutors plan ahead, provide learning tips, employ appropriate strategies, use reinforcement, and have expectations for tutee success, the greater the benefits of tutoring. Besides the tutor's attitude toward tutoring and the tutee, good interpersonal relationship between the tutor and tutee are very important. Last but not the least the success of tutoring programs in any educational institutions depends on the

administrative support on various aspects like providing training and feasible resources to land the intervention program into the surface.

There are also other additional points to be considered before intervention, like on the part of the tutors (teachers, instructors) who have sympathetic attitudes towards students and who carefully studies their weaknesses and problems and addressing the need of low performing students and on the part of the tutees positive attitude towards the academic intervention program in tutorial form (Snow, 2003).

Moreover, concerning other salient points which need prior consideration (Snow, 2003) provides the following:

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

To conclude, however, every attempt at tutoring is not automatically effective everywhere. To be effective tutoring needs to be thoughtful, well structured and carefully monitored. Tutors must be clear about how they can help, and how not (Topping, 2000). In supporting this idea Race and Brown (2004) suggested the following points concerning what tutors can do for tutee and what tutors can't do:

⇒ **What tutors can do for the tutee**

- Help in clarifying confusing parts of a lecture or text
- Help solve problems by suggesting possible approaches or solving similar problems.
- Giving comments or advices on papers-in-progress illustrate how to correct grammatical or structural problems using similar examples.

⇒ **What tutors can not do**

- Solve problems for the tutee
- Correct the tutee's grammar or punctuation
- Help the tutee with take-home tests
- Repeat the classroom lecture for the tutee
- Help the tutee with a course the tutees are not currently enrolled in.

Concerning student's placement for academic intervention for his/her need of extra support (tutoring), institutions has employed different instances. For example, as Breneman and Haarlow (1999) stated some institutions schedule students for tutoring at the beginning of a course to assist those students who have been identified as needing extra assistance. In other instances, students voluntarily, or upon the recommendation of a faculty member, may request tutoring as they experience difficulty with a course.

On the other hand, there are different methods employed in different institutions to place students for the purpose of academic intervention and enhance their academic performance standards. In this case, At-risk Guidelines (2006) mentioned the following ways to select and serve at risk students: records of academic performance, state assessment results, local assessments, and performance based assessments and the like.

In connection with above mentioned ideas Roueche and Snow (1977) investigated, the various placement methods used for remedial (supportive services) programs like testing, Previous educational records, self-referral and teachers referred with their ranking.

2.4.4. Principles of Tutoring

To benefit most out of tutoring practices and experiences, more than anything else it has to be well structured and for good quality accomplishment. In other words, when tutoring is found to be well structured as of teaching, tutoring program functions at its best. A grate deal of research findings confirmed that tutoring can be very effective way of boasting achievement, if its implementation is carried out through different research based principles (Topping, 2000). Whatever effectiveness in tutoring is addressed and readdressed in various literatures, the practical effectiveness is however relied on quality

implementation of the tutorial programs based on the suggested principles and guidelines as far as objective realities permitting.

So, here under this section we shall see the principles especially for the tutors who provide the academic support for those who need extra support and the tutorial program organizer about how to tutor and how to organize the tutorial program respectively.

2.4.4.1. General Principles of How to Tutoring for Tutors

The International Academy of Education /IAE/ and International Bureau of Education /IBE/ have developed and distributed a series of booklets on different educational issues. In one of its series under the title “tutoring”, Educational practices series-5-deals with the principles of tutoring.

According to Topping (2000) there are research based principles for effective tutoring for tutors to make them more fruitful on the implementation of the tutorial program as supportive academic service. The principles are list down and briefly described bellow together with their practical applications. These principles are:-

1. Agree on a consistent time, target tutees real life goal and balance support and challenge.

1.1. Consistent and regular time-tutors and tutee must agree on:-

- how much time they can give to working together
- how often will you meet each week
- how long is each session and over how many weeks

Do not start anything you cannot keep up or finish. Regular meetings are needed to build up a trusting and comfortable tutoring relationship.

1.2. Target tutee’s real-life-goals-tutors have to start with the tutee’s immediate concerns, because tutees often have strong ideas on what they need help with. But these ideas may be very short term, so encouraging them to consider wider and deeper understanding through dialogue is be fitting instrument so as to make them really understanding the subject. This upgrades their learning concerns towards an intrinsic courage to deal with it.

- 1.3. Explore understanding - tutors need to find out the gap between what tutees already know and what they think they know that is actually incorrect. Having dialogue and conversation (talking) to capture deep understanding, is the way to do this. Search varied examples to make sure tutees can really use what they know in different context.
- 1.4. Small steps - tutees often need to learn in every small step. Do not expect them to make big leaps. Tutors often forget how long it took them to really understand something themselves.
- 1.5. Balance support and challenge - in tutoring the tutor is expected to be supportive in a sense that he/she is expected to help the tutee in their struggle to understand. Hence, what is very important for the tutee understands the process of how to find the right answer instead of the right answer. So tutoring should be more than repeated drill and practice.

Regarding this principle and its practical application research findings revealed the following facts:

- Time-on task is a major factor in effective learning.
- Tutoring should be at the tutee's current point of understanding.
- Tutors must establish where tutee's current point of understanding is, and uncover relevant misconceptions
- Tutoring must proceed on small steps.
- Learning strategies is more important than memorizing subject content.

2. Question, Pause for thinking time and then prompt

- 2.1. Avoid lectures- do not give tutees long complicated explanations. Keep everything short, to the point and in simple words. Give positive instruction for what to do. Do not emphasize what not to do. If necessary, explain again briefly, but in different words.
- 2.2. Review- often it is helpful to briefly review what tutees learned in your previous tutoring session.
- 2.3. Concentrate-stay focused on the task in hand. Do not drift off into irrelevant conversation. Tutoring time is precious use it well. But have some fun while learning.

2.4. Variety- mix up: easy and hard tasks; short and long; highly structured and open-ended; talking, reading and writing. These bits of tasks in mixture are assumed to keep on working in all tutoring hours.

2.5. Question- ask questions:-

- i) that are open-ended and encourage the tutee to talk
- ii) that will make the tutee think and reveal their understanding (misunderstanding)
- iii) that make the tutee apply, analyze, predict, classify, synthesize justify or evaluate what they are learning.

Do not:-

- i. just ask for a fact or one-word answer
 - ii. make the questions too complicated
 - iii. accept guesses
- 2.6. Thinking time - do not expect the tutee to respond to a question immediately. They will need some thinking time. To this end, what makes the tutoring session different from the regular classes is the former allows the students to have such thinking time whereas the later inhibit this opportunity,
- 2.7. Prompt - do not just tell the tutee the right answers. Give them a small clue about how to work out the right answer. Give just enough support to enable the tutee to be successful with some effort- no more. Here comes the importance of the principles-scaffolding.

Here, the proper application of this principle makes the tutoring practice effective. In this case, a great deal of research findings uncovers the following facts:

- Talking at people for long time is not an effective way of helping them to learn.
- The time allocated to tutoring must be spent to it if it is to have an effect.
- A variety of tasks and ways of responding to tasks helps prevent tutees and tutors from losing interest.
- Different kinds of questioning have very different effects on learners.
- Tutees must be allowed time to understand questions or tasks, relate them to their previous experience, and devise a relevant strategy.

- Promoting should be graduated, minimal for the required effect and various in types. (Good and Brophy, 1995; Topping and Ehly, 1998 in Topping 2000)

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

Observe tutee's performance closely - errors must be seen and corrected, otherwise much faulty learning will take place.

Check for errors - when you see an error, try to intervene positively. Avoid just saying 'no!' First, suggest to your tutee that you think they might have made an error. Encourage them to find where. If they can not find where, give them a clue to help them locate the error.

Promote self- correction - when they have found it, talk about the nature of the error. Through this (talk) discussion, you give the tutee the chance to put the error right themselves (self correct). This is much better for their learning and for their confidence.

Correction procedure- of course, if they try to self correct but still do not get it right, you will need to intervene more. If all else fails, you might need to: demonstrate or model the correct response; lead or prompt the tutee to initiate this; check that the tutee can produce the correct response without help.

Ensure correct correction - tutors do not know everything, so there is a risk they will not notice all the errors the tutee makes. In this case it is helpful if the tutor has some master source of references to ensure correct correction.

Like the other principles, the appropriate application of this principle has a positive impact on the tutorial program so as to make the program very effective. Information from different findings about the utilization of this principle confirms the following facts:

- Errors are positive learning opportunities if recognized as errors.
- Tutors have more time than regular school-teachers to observe carefully for errors and to intervene in away that encourages self-correction.
- Tutors benefit from access to some 'master' version of correctness or a perfect model, otherwise they might reinforce errors.

4. Discuss, praise and summarize/review

- 4.1. Discuss - discussion will help to establish deeper and wider understanding in the tutee-and perhaps also in the tutor.
- 4.2. Praise - tutoring is a private situation that should be within the context of trust. Embarrassment about giving and receiving praise publicly should not be a problem. So give more praise.
- 4.3. When to praise-praise:
 - For success with particularly hard problems or tasks
 - For self-correction
 - For increasing time-span without error
 - For effort as well as success when the tutee is struggling
 - 'better efforts' even if still not quite right
 - Increasing tutee independence
- 4.4. Effective praise- praise specifying the reason for it-say exactly what the tutee has done well. Vary the praise-use as many different praise words as you can think of. See if your tutee can think of some more: praise as if you mean it-sound and look pleased! Smile, at least.
- 4.5. Summarize/review - at strategic points during tutoring session, and certainly at the end of it, ask the tutee to summarize or review the key or main points that have been learned. Which helps to know whether the tutees can identify the main points or not and to have a final discussion and agree about the main points.

Conclusively, the review of several research findings discussed in Brophy (1981); Good and Brophy (1995); Topping and Ehly (1998); in Topping (2000) on the basis of the application of this principle acknowledged the following aspects:

- Discussion leads tutees to actively process information and develops deeper understanding rather than just learning facts by rote.
- Praise is a powerful form of feedback, especially if it comes from some one with whom the tutee has a good relationship.
- Reviewing the most important things that have been learned will help the tutee remember.

In more or less similar way, Humphrey (2008) pointed out some pertinent points about the tutoring session for tutors as principles. These are:-

- 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
- Find success, and reinforce effort, in even minor accomplishment
- Summarize and review
- Enable follow up
- Celebrate accomplishment
- Keep records for future reference

Furthermore, in connection with the above mentioned principles tutor tips (2008) provides some helpful hints for tutors and a few tips which help the tutor develop special rapport with the tutees respectively.

Helpful hints for tutors

- Take time to get to acquainted
- Keep your students on task
- Get students to relate what they are learning to their own life experience
- Give positive praise
- Try asking students how they think, they did or evaluate their own response

A few tips to develop special rapport-to build and secure good interactive relationship in the tutoring sessions the following points are helpful to consider;

- Learn to look at each student individually, and value the students for what he/she is.
- As a tutor, your first aim is to help the student see him/herself as one who can learn and wants to learn.
- Set your sights high for the student and he/she will respond. Have confidence that the student can learn.

- Explore ways to set up the kind of rapport that is needed to spark learning.
- One way to show interest is to listen to what the students has to say-ask for his/her opinion.
- When you talk, talk naturally. Think of working with the student rather than talking at the student.
- Let your student know that it is all right to make mistakes, that everybody makes mistakes, and that is one way to learn.
- Help the student know that it is all right not to know something and that there are something that you do not know.

Lastly, there are different tutoring strategies which make the tutor very effective in supporting the learners who are in need of extra-academic support to become competent with the other students in the classroom of the same sex and their male counterpart. These strategies according to (Humphrey, 2008) include:

- ❖ Have a clear idea of your own strengths and limitations
- ❖ Know the learner
- ❖ Build a relationship and trust
 - Be aware of the differences between you and the learner.
 - Be open and honest
 - Do not be afraid to acknowledge
- ❖ Make sure the learner knows it is safe not succeed at first
- ❖ Seek out training to be a more effective tutor.

2.4.4.2. The Principles of how to Organize Tutoring

It is clearly known that the success of tutoring programs in schools and other educational institutions depends on the direct or indirect involvement of all the concerned bodies other than merely tutors (teachers). To this end Husen and Thwaite (1994) expressed the idea about who supports the tutorial program in such away that success of tutorial programs in schools and other organizations depends on administrative support and should appropriately evaluated in terms of benefits relative to cost. This cost-benefit analysis clearly shows to what extent tutorial program come up with significant learning changes using the school resources.

In tutoring practice, what makes the practice different from regular classroom teaching is that it can give more:

Practice, activity and variety, individualized help, questioning, simpler vocabulary, modeling and demonstration, local relevant examples, higher disclosure of misunderstanding, promoting and self-correction, immediate feedback and praise, opportunities for generalization, insight into learning, and self-regulation and ownership of the learning process. In addition, both tutees and tutors can also: learn to give and receive praise, develop social skills and wider contacts; develop communication skills and develop greater self-esteem (Topping, 2000).

To obtain all these merits out of the tutoring practice which the students lost in the regular classroom stay, the tutorial program needs to be well-organized in such a way that it makes the students beneficiaries from the practice. And the organizations have to be carried out under certain principles-to be more effective. So the organizers of the tutorial program should take in to consideration the following principles and their practical application.

1. Recruit and match learning partners with care

In deciding the best preferable tutor for a specific supportive learning need, points to consider are;

- 1.1. Voluntary or rewarded tutors? Decide early on whether tutors will be rewarded or not, as it will effect recruitment for good and/or bad.
- 1.2. Parental agreement-consider whether parental agreement needs to be given, before tutoring commences.
- 1.3. State clear goals- tutor and tutees should agree on what they are trying to achieve. Do not be too ambitious.
- 1.4. Say when you do not know - no body knows everything Tutors (organizers of tutoring) should always say when they are unsure. Teaching something that is wrong harms both tutor and tutee.
- 1.5. Decide ability differential - are tutors and tutees to be quite close in ability in the subject of tutoring, or far apart? What are the advantages and disadvantages of each?
- 1.6. Consider personalities - also think of possible personality and relationship clashes when matching pairs. For instance, do not match a very quiet and timid

tutee with a very dominant and strict tutor. Do not necessarily accept tutee preference for a tutor.

- 1.7. Fixed or reciprocal roles - even in a pair of very different ability, sometimes it is effective for the tutee to try to teach the tutor something. This is a good way of checking if the tutee really understands it.
- 1.8. Schedule contact time - both tutor and tutee must be clear about their time commitment.
- 1.9. Handling absence - consider how to deal with the absence of tutor or tutee. You might wish to name a 'standby tutor as back-up.

Recruiting and matching learning partners with care is a very vital task of organizing units to have better benefits from tutorial practice and is the determinant activity for the effectiveness of the tutorial practice. Here, the main emphasis revolves around who will be the tutor and to whom. In this case, a variety of research findings provide different results, some recommended using professional teachers (tutors); while others volunteer tutors and etc. But, some research findings suggest, based on profound evidence, that tutoring by those who are very able in the subject is more beneficial to the tutee.

2. Specify tutoring method, provide training and access to material

In this very step, issues mainly methods and materials should be pre specified. This includes;

- 2.1. Specify tutoring method - be very clear about what good tutoring would look like.
- 2.2. Training- train tutors and tutees if possible. Tell them what to do. Then demonstrate what they have to do. Then give them a written and/or graphic reminder of what they have to do (to keep). Then have them immediately practice the tutoring method. Materials will be needed for practice. Observe and check whether they are doing it well. Give extra praise and coaching as needed.
- 2.3. Train in general tutoring skills- skills like-how to establish a comfortable relationship; how to present tasks; how to give clear explanations; how to ask questions; how to demonstrate skills; how to check on performance; how to give feedback and praise; how to identify consistent patterns of error, how to keep progress records.

- 2.4. Train in specific tutoring skills - as specifically relevant to your tutoring method and/or materials.
- 2.5. Contracting - you might wish to have tutored and tutees sign some form of contract. This sets out the details of their agreement to work together.
- 2.6. Access to materials - these might be special materials that are specific to a tutoring program. Or they might be regular classroom materials. Or materials publicly available. Some times the materials are specially made. They can be produced by tutors.

Reviews of research on tutoring consistently find that more structured methods in which tutors receive training tend to yield better outcomes. In doing so, there maximizes tutoring outcomes from specifying tutoring method and providing training and access to materials.

3. Monitor, give feedback and intervene to maximize effectiveness- tutorial programs have most of the time positive impact both on the helper and the helped so that they are effective. But it doesn't mean that all tutoring programs have found to secure effectiveness while carried out. In short, to maximize effectiveness, be very careful and thorough in planning the tutoring, training the tutors and tutees, and providing appropriate materials. Then (equally important) monitor the implementation of the tutoring and give feedback and intervene where needed.

Conclusively, the reviewed literature so far, has so much to describe about tutoring with all its conceptual and definitional impression. There, it has been endeavored to assess the surveyed break troughs of the educators that could figure out the theoretical settings of the entire study. The essentials of the over viewed literatures could be substantiated with and be visualized streaming forth to out reach as a light house significance, it could be watched while flashing onto the actual research undertaken, at large.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design

As we can see from the preliminary set ups of the research itself with all its objectives and research significances, the study targeted on the female tutorial practice, challenges and successes in Bonga and Hossana Colleges of Teachers Education.

This made the use of mixed methods research design very convenient and befitting for its potential merits in furnishing the research with multitudes of evidences sought. Here both qualitative and quantitative research procedures were put into use to examine how the tested variables can provide their relatedness.

3.2. Sources of Data

In the study undertaken, the first hand data were gathered mainly from tutorial participant female students and instructors who had been taking part in the tutorial program. Besides, as direct accountabilities on female education permit, this study also constitutes of other vital informant gatherings like, the department heads, Academic and Research vice Deans, Gender Focal Persons, and female members of students council.

In addition, data from legislation, strategic and annual plans of the colleges under the study, data from various books, reference materials and documents had greatly described all about the use of secondary resources in the research.

3.3. Population and Sampling Techniques

Both the beneficiary female students as tutees and instructors as tutors of Bonga and Hossana Colleges of Teachers' Education were considerably important. Thus, they provided the entirety of the research population of this study. But this does not mean that they were the mere inputs, rather department heads, gender focal persons, female members of students council, and Academic and Research vice Deans (ARVDs) of the colleges were also taking part as inseparable ingredients.

In the task of picking –up sampled individuals out of the sampling frame (list of the eligible female students) of the required number of individuals for the sample, simple random sampling was used.

As the first step, the researcher sought to have copies of lists showing the names of female students of the two batches (in each college) who went through the conducted tutorial programs. The list provides the entire female students under the study out of whom 15% were assumed to enter into the sampled grouping each college. Here, the greater the number of students who attended tutoring, the higher would be probability of having more sample representation. Then, the required number of individuals was selected through simple random sampling by using random number table from each site.

In the same way, in Bonga College of Teachers Education there are 297 second and third year female trainees, from which 45 were selected as sample of the population through simple random sampling. And in Hossana College of Teachers Education due to practicum outing program the researcher only found second year female trainees to be only 267. Out of such totality, 10% of the trainees were selected as sample of the population. The representation of female trainees in this college becomes 27, in number.

With regard to the instructors' representation in the study, there are ten departments in the colleges, and two/ three instructors out of each department were randomly selected. Out of each department, three instructors were determined to be selected by quota sampling. In a case that there were only two or three instructors in a department, comprehensive sampling was used.

In addition, considering their extra-ordinary concern in the research problem and the fewer number of personalities holding such accountability in the colleges, the ARVDs, the gender focal persons, and female students council members were totally accepted to deal with the research inquiries purposively for interviewing.

Table 1: Research Settings and the Participants of the Study

Type of participants (subjects) in the study		Research settings and number of participants		
		Bonga	Hossana	Total
Instructors including department heads	Respondents to questionnaire and Focus Group Discussions	26	23	49
Female trainees	Respondents to questionnaire	45	27	72
Academic and research vice dean	Interview and document visited	1	1	2
Gender focal person	Interview and Focus Group Discussions	1	1	2
Female member of students council	Interview	1	1	2
Grand total		74	53	127
Total number of sites		1	1	2

3.4 Instruments and Procedures of Data Collection

While the research was designed, the researcher initially considered the guiding role of the review of related literature, the nature of the research problem and the directions towards which the study should devote its emphasis. Thus, the study utilized the following research instruments.

3.4.1. Questionnaire

Two sets of questionnaire items consisting of both close and open ended ones were prepared to match with the relative depth of insight, level of consciousness and evaluative mentality ranges that could be facing between students and instructors respondents. These questionnaires had four parts, part one about background information, part two about the general practice of the tutorial program, part three about the methodology of tutoring and part four about organization and monitoring of the tutorial program.

Administering these questionnaire items was aimed at obtaining dependable information and/or indicators concerning what the general practice of tutoring in the colleges looked like, the manner tutoring instructions were methodologically arranged to meet the identified academic difficulties and the colleges' status quo in organizing and implementing such a program.

Pilot Testing

Pilot testing was employed in the nearby college in Addis, having the same program and practice with the colleges under the study. This task gave the chance for the researcher to see the difficulty level and discriminating power of the items possess in measuring and assessing the component objects in the research concerns. It was also an important context that those items were readdressed, and readjusted the way they needed such vital modifications, accordingly.

3.4.2. Interview

Preparations in the task of interviewing presumed with synthesizing interview guide lines which included questions that could fulfill the inspirations and aspirations of the administrative aspects of tutoring practice.

Out of the entire sampled populations, gender focal persons, female members of students' council and ARVDs of the colleges were selected for their reaction upon the prepared semi structured interview. Here, the interview made was purposefully planned to help the researcher come up with operational instances that could confirm and cross-check what the questionnaire responses illustrated for that matter.

3.4.3. Focus Group Discussion (FGD)

Side by side, Focus Group Discussion was also conducted in the two sessions (in each college) which consisted of gender focal person, and department heads. Here, this intention captured the image of tutoring females, in practice was looking like. The FGD also took the initiative of evaluating the tutorial practice of the colleges. In conducting the FGD, the discussion points were coming to the stage whereby, the participants were dealing with them in a two way channeling with debates, confirmation chats, and real experiences were effectively communicated. In the same way the session passed from one topic to the other and the reactions were taken in the form of a portfolio. Based on the research questions, the FGD results were descriptively analyzed in a way that they could integrate with the analysis of the same topic using other tools.

3.4.4. Documentary Sources

The conviction here is documentary reviews were viewed to reveal reliable information regarding the research concerns. So, such documentary surveys were made on the sources such as on the colleges' legislative documents, strategic and annual plans.

3. 5. Data Analysis

As an important precondition for the task of data analysis, the researcher dismantled the whole research concerns into individual topics and subtopics inside which the related findings of the research obtained using different tools were discussed and interpreted. In culmination, the way they support each other and the harmony they found visualizing could result in sound data analysis.

In this stage, the data obtained through the indicated sources and tools were analyzed. Here the qualitative data got descriptively analyzed. Concurrently those quantitative data were analyzed through frequency count and percentage statistical methods.

CHAPTER FOUR

4. DATA PRESENTATION AND ANALYSIS

In this chapter the task of data presentation and analysis is discoursed separately concerning the major themes of the entire study. These points include: characteristics of the tutorial participants, objectives and overall pictures of the tutoring practice, its organization, training and communication, methodological set-ups and perception related factors in the minds of the actors [i.e. the tutors and tutees].

4.1 Characteristic Presentation of Tutorial Actors

The need of capturing the general demographic and career aspects of the prominent actors of the tutorial practice brings us to define their major personal details.

Both the tutees and tutors were posed to respond on the vital demographic and career status quo. Likewise, the forth coming table (table 2) provide the tabular presentation of the age and academic year level of female trainee respondents and sex, educational level and service year(s) of the instructor respondents.

**Table 2*: characteristics of tutorial participant female trainees and
Instructors**

Item	Alternatives	Respondents	
		Female trainees=72	
		Number	%
Age	15-20	65	90.28
	>20	7	9.72
Year level	2 nd	50	69.44
	3 rd	22	30.56
Sex		Instructors=49	
	Male	45	91.84
	Female	4	8.16
Educational level			
	MA/MSc	16	32.65
	BA/BSc	33	67.35
Service year			
	As an instructor 1-5	29	59.18
	6-10	8	16.33
	11-15	6	12.24
	16-20	3	6.12
	>20	3	6.12
	As a tutor 1-5	38	77.55
	6-10	9	18.37
	>10	2	4.08

** The above schema is attached only to figure out the background characteristics of the respondents, even though there is no relevant instance that the basic questions of the research could be asked for it, its analysis and interpretation.*

4.2. Objectives and General Pictures of the Tutorial Practices

After providing information about the characteristics of the tutorial participants what come next would be the results secured from questionnaires, interview, the FGD and documents in order to reveal the fact about the objectives and general practice of the college based tutorial experience designed and implemented for female trainees. The findings are analyzed separately based on the data obtained in the following sections.

4.2.1. Objectives of the Tutorial Program

Regarding the objectives of the tutorial program provided for female trainees, there was open-ended question in the questionnaires of both the instructors and female trainees, an interview was made with colleges Academic and Research vice Deans (ARVDs), gender focal persons and female members of students' council, and also FGD was made with department heads. Accordingly, all of the respondents articulate the general objectives of the tutorial program clearly in such a manner that it is aimed at, improving the academic achievement of low achievers, making female trainees competent and helping those female trainees towards independent learning through scaffolding (by providing extra private support which makes them get back to the normal track and accomplishes their task the same as of their classmates of both sexes.)

Information from literatures indicate that the purpose of every strategy designed to help low achieving students, including academic intervention program like tutoring, is providing at-risk students with appropriate academic assistances so that they can get back to track and accomplish their academic goals (Encyclopaedia of education and sociology). Likewise, the objectives of the tutorial program in the investigated colleges were not found far beyond the above mentioned aspect of the literature. But, these objectives lack their specificity that lead to the implementation level. None of the respondents found to know and mention the specific objectives of the program like; to whom it serves, for how many in a session, up to what level they need support, up to what level improve their achievement and to what extent they have improved their results. From this it is possible to say that, the program is there for the simple reason that acts as an indicator of the mere effort exerted by the colleges to implement positive discriminating strategy as an

affirmative action for female trainees. Besides, there has been the ignorance of the tutees immediate concern while planning the tutorial program.

At the time of objective formulation for the tutorial program important consideration like that of tutees' primary demands out of tutoring should take in to account. In this respect Topping (2000) in the principle of tutoring pointed out that tutoring should have to start with the tutees immediate concern.

Tutoring as a good intervention program had to fulfil the points like a clear mission, realistic expectation, contents and instruction that match student's needs and interests (The Wallace Foundation, 2005 in Wondiye, 2007). But the information secured from all the sources figured out that the colleges under investigation had not fulfilled such points at their maximum level rather they run the program arbitrarily.

4.2.2. The General Pictures of the Tutorial Program

An academic intervention program is the most vital activity which is designed to help low achievers who are found at every level in general regardless of their sex and for females in particular. The relevance of the extra support becomes wider at tertiary level due to different social, economic, attitudinal problems which female students face at this level. Tutoring, as an academic intervention strategy is a means of providing extra support for eligible female students to avoid loss of education and make them beneficiary from attending the program.

Regarding the general pictures of the college-based tutorial practice, focus group discussions were made with department heads of the colleges under the investigation, the participants of the FGD had agreed on the point that the existence of the tutorial program at this level by itself could be taken as a strong side, of considering the problems of female students in general and those female students who need extra support in particular. But as they said while observing its implementation, it has a kind of top-down proceeding in a sense that the colleges academic and research vice deans send a letter to each department head that holds a kind of command of conducting tutorial sessions for female trainees without action implementation breakdown. The department heads in turn inform the instructors under the department to conduct tutorial program for female trainees as a requirement without a clear guideline about how to conduct the tutorial program.

According to the information secured from the FGD the program has not its own guideline which includes; which course should be provided in the tutorial program, day of tutoring and time allotment, the time the tutorial program begin, methods of selecting tutors and tutees, maximum time for a single session based on the difficulty level of the course and the like. As a result of which, instructors implement the tutorial program without: prior plan of how to conduct the program, prior identification of those eligible female students to the program, prior training about how to provide support for those at-risk students and how to handle them properly. Hence, as the participants pointed out that the similarities that exist between tutoring and teaching are the result of all these aspects.

On the other hand, evidences from the interview held with gender focal persons and female members of students' council, the tutoring sessions were offered after regular classroom hours in a regular school days for 2-3 hours and on Saturday and Sunday for 4-5 hours just before the mid and final exams resume. In contrary, as the general principles of tutoring (Topping, 2000) mentioned that learning in frequent, short sessions is more effective than in occasional long sessions. Moreover, the tutoring sessions lasted an hour and not extending beyond two hours in one day (Anderson & LaGuardia, 2005).

When compared with the literature concerning the principles of tutoring, female trainees of the investigated colleges stay for more time and go to the tutorial classes in occasional long sessions, which may produce boredom for both the tutors and the tutees.

With regard to the tutor-tutee ratio in tutorial session, information from the attendance list shows 1:45 ratio on average in a single tutorial session. As tutoring is a means of providing support, the indicated ratio seems hard to handle and provide proper support for each female trainee. This in turn made the task cumbersome to handle and assess the tutees' progress. In this case, the tutor-tutee ratio exceeds class size found in the regular classroom. With respect to this idea, Anderson and LaGuardia (2005), in their investigation discover that the tutor-tutee ratio varies from place to place and no uniform or standard numbers are given. In their research findings the group ratio ranges from 1:5 to 1:10 and from 1:15 to 1:24. However, the investigated colleges under this study have 1:45 on the average which exceeds class size found in the regular classroom.

Regarding the major problems in which the tutorial program faced, both tutors and tutees were provided their responses through open-ended questions in the questionnaires.

Accordingly, the major problems were:

- Incorrect expectation from the program;
- Lack of consistency and follow-up;
- Lack of proper organization;
- Inappropriate focus of the program;
- Lack of emphasis from the concerned bodies;
- Problem of grouping tutees;
- Absence of well organized instruments which help to get feedback about the effectiveness of the program;
- Absence of tutorial coordinators and less commitments of other concerned bodies to the program;
- Spending more time of the tutorial session on not to the right purpose; and
- Not giving enough time to the tutees to recognize and correct their mistakes by themselves.

To tackle these problems both of the respondents suggested the following possible solutions:

- Providing the necessary orientations about the objectives and vitalities of the tutorial program;
- Providing the tutorial support continuously for not the same group repeatedly but for different groups who are identified as individuals who need extra support. To realize this there should be continuous follow-up;
- Assigning well organized concerned bodies who ask for feedback from the tutorial actors about the program regularly;
- Preparing instruments that help to obtain feedback about the effectiveness of the program from the actors;
- Focus on the problem areas of the tutees;
- All the stake holders have to take their responsibilities;

- Providing enough time to tutees to recognize and correct their mistakes by themselves;
- There should be fit the purpose time usage;
- Employing proper strategy of grouping tutees to minimize or avoid the negative impact of tutoring; and
- Inclusion of male individuals who need extra support in the tutorial program.

4.3. Organization of the Tutorial Program

4.3.1. Responsible Body in Organizing the Tutorial Program

In the initial stage of data presentation and analysis probing to identify the accountability to shoulder and/or the responsible body to take the tutorial initiatives was so vital to deal with.

The extent to which the colleges were witnessed to have been organizing the female tutorial programmes were pointed out in the way of the female trainees and the instructors forwarded responses to the questionnaire items, for that matter. The respondents reaction up on the discharged accountabilities in planning implementing, and monitoring such tutoring tasks are illustrated in the following table.

Table 3: The Responsible Body in Organizing the Tutorial Program

NO	Item	Instructors=49		Trainees =72		Both(total) =121	
		No	%	No	%	No	%
1	Instructors	39	79.59	17	23.61	56	46.28
2	Department heads	33	67.35	26	36.11	59	48.76
3	The college academic and research vice dean	35	71.43	27	37.5	62	51.24
4	Tutorial coordinators	2	4.08	4	5.56	6	4.96
5	Gender unit (club)	18	36.73	24	33.33	42	34.71
6	Female education centre	3	6.12	13	18.06	16	13.22
7	Regional Educational Bureau	3	6.12	5	6.94	8	6.61
8	Others	1	2.04	4	5.56	5	4.13

In the course of implementing tutorial program for females, various bodies in the studied colleges were assumed to have been leading the activities in it. This assumption is based on the colleges' organizational structure and institutional legislation, enshrined to the direct concerns towards female education perspectives.

As we shall see from table 3, out of 49 instructors, 39 of who opted for the instructors themselves were determined to receive the highest accountability of organizing tutoring for females. This makes up 79.59 % the total frequencies observed across the whole options attached to the item.

The second and third frequent instructors' response goes to the college Academic and Research Vice Deans of the colleges and the department heads to form 35 (71.43 %) and 33 (67.35 %) respectively.

At the same time, the female trainees also rated their observation, so that the highest frequency moves towards the colleges ARVDs of 62(51.25 %) out of the total sampled tutees. The second and third preferences were found to be the department heads making up 59 (48.78 %), and the instructors forming 56 (46.28 %) respectively.

From this data we can say that there were no responsible body identified as tutorial coordinators who carried out the tutorial related tasks like making the necessary preparation to launch a tutorial program, scheduling the same program, checking its implementation, taking attendance and reporting and providing support and advice for tutors and tutees. Rather all these tasks were carried out by instructors, ARVD's and department heads as additional tasks. This had put its own shade on the effectiveness of the tutorial program.

To substantiate the information obtained from tutors and tutees on the same issue, interview was made and, as the ARVD of Bonga College of Teachers Education confirmed that, there have not been set such acting coordinator in the college so far. His counterpart in Hossana also reaffirmed the non-establishment of the same organ.

4.3.2. The Task of Selecting the Tutors and the Tutees

4.3.2.1. Selecting tutees

The presence or the non existence of selecting criteria to referring females to take tutorial supports in the experiences of the colleges is the forth coming concern of the study. Hence, both female trainees and instructors were requested to show their encounters of tutorial selection reputations of the colleges. Their responses are summarized using table 4.

Table 4: The Presence of Criteria and the Criteria Used To Select Female Trainees

NO	Item	Response	Instructors		Trainees		Both	
			No	%	No	%	No	%
1	Are there criteria that have been used to select female trainees for the tutorial program?	Yes	42	85.71	51	70.83	93	76.86
		No	5	10.20	18	25	23	19.01
		Not sure	2	4.08	3	4.17	5	4.13
2	If your answer for the above question is yes what are the criteria?	Low level of educational result	13	26.53	6	8.33	19	15.70
		Being a female	35	71.43	28	38.89	63	52.07
		The interest of female trainees	20	40.82	16	22.22	36	29.75
		Subject matter difficulty	20	40.82	18	25	38	31.40
		Others	2	4.08	0	0	2	1.65

The steps towards getting assurances for the existence or the non existence of the utilized criteria in selecting female trainees for tutorial purposes, comes up with its significant result. So, 42 (85.71%) of the instructors and 51 (70.83%) of female trainees agreed on the point that there were such criteria used for females were to go through tutorial instructions.

At the same time, these tutoring actors were also needed to tell us as to which sorts of requirements were there to let female trainees be identified to attend tutorial classes. As to the instructors' reaction, the trainees' femaleness was in most cases the basis for selecting them for going through extra supplemental instructions. For such a point as many as 35 (71.43%) of the instructors forwarded their witnesses to the options linked to it. In the same respect, femaleness as a point of differentiating female trainees to remain in side conventional instructions and to take tutorial interventions attracted 28 (38.89%) of the trainee respondents.

Significantly, the interest of female trainees to take part, subject difficulties, and low level of educational results as points of selecting tutees captured the respondents' values but at different extent. Here, both female trainees and instructors in culmination indicated selecting points as to be the interest of trainees to take part in it, and subject matter difficulties and low level of educational results were observably found to absorb 36 (29.75 %), 38 (31.40 %), and 19 (15.70 %) respectively.

From this we can infer that the investigated colleges were used invitation of all female trainees for the tutorial extra support as a criterion instead of setting or adapting criteria for the selection of eligible female trainees for the tutorial program.

On the other hand, evidences secured from the conducted interviews on point of discussion, gender focal persons, and female representatives of the colleges' student councils, gave their witnesses regarding the selection of females for tutorial purposes. The interviewees equivocally agreed that most of female tutorial schemes were designed for supporting low achieving female trainees. For its surprise, however, such a program attracted even the male groups let alone the attendance of the rest uninvited female trainees in the colleges. As the gender focal persons pointed out the case, in most cases tutorial activities are co incidentally and/or simultaneously linked with final examination weeks. The students poor conception to the tutoring program catch suspicions of the non attendants that the tutorial sessions might have been informing high lights of the coming final exams, that they were looking forward to dealing with.

4.3.2.2. Responsible Body in Selecting Tutees (Female Trainees)

Regarding the responsible body of selecting female trainees for the tutorial service, both the instructors who are serving as tutors and female trainees (tutees) participating in the tutorial program were asked through questionnaires and provided their responses accordingly. And hence, the summary of their responses is presented in the following table.

Table 5: The Responsible Body in Selecting Trainees for the Tutorial Program

NO	Item	Respondents			
		Instructors		Trainees	
		No	%	No	%
1	Instructors	41	83.67	26	36.11
2	Course coordinators	8	16.33	-	-
3	Trainees	7	14.29	13	18.06
4	The college academic and research vice dean	16	32.65	-	-
5	Department heads	18	36.73	10	13.89
6	Gender unit (club)	13	26.53	16	22.22
7	Tutorial coordinators	-	-	14	19.44
8	Others	3	6.12	1	1.39

Table 5 shows that 41 (83.67 %) of the instructors and 26 (36.11 %) of the female trainee respondents expressed that instructors are responsible for selecting female trainees for the tutorial service; whereas 18 (36.73 %) of the instructors and 16 (22.22 %) of the female trainees respondents replied that department heads and gender unit is the one that selects female trainees for the tutorial service respectively. From this it is possible to conclude that the major actors who play the greatest role of selecting female trainees for the tutorial service are instructors, department heads and gender units of the colleges.

In this study, the selection and recommendation of female trainees for the tutorial program was more of the responsibility of the instructors and other concerned bodies like

department heads and gender units. Similarly, Roueche and Snow (1977), after reviewing a number of research findings write that the task of recommending students for the tutorial service is given to teachers, parents and sometimes to students themselves.

4.3.2.3 Placement of Female Trainees for the Tutorial Program

Providing extra support for the eligible individuals requires proper identification of those individuals who are eligible for the same purpose at the very beginning. After identifying those at-risk students for support delivery what comes next should be placement of those students into different categories based on the similarity of their problems.

In this study, both tutorial participants’ tutors (instructors) and tutees (female trainees) were asked whether or not the colleges have placement criteria for the tutorial program conducted at the college level. Most of the respondents agreed on the presence of placement criteria. However, there is a significant difference on the major placement criteria among the options between tutors and tutees. Table 6 shows the summarized results of their responses.

Table 6: Methods of Placement of Female Trainees for the Tutorial Program

NO	Item	Response	Instructors		Trainees		Both	
1	The presence of methods that have been used for placing female trainees in the program:		No	%	No	%	No	%
		Yes	31	63.27	58	80.56	89	73.55
		No	10	20.40	14	19.44	24	19.83
		Not sure	8	16.33	0	0	8	6.61
2	If your answer for the above question is yes specify/mention the methods:	Testing	16	32.65	9	12.5	25	20.66
		Documentary records	17	34.69	10	13.89	27	22.31
		Self-referral	9	18.37	33	45.83	42	34.71
		Instructor-referral	6	12.24	17	23.61	23	19.01
		Counselling	8	16.33	6	8.33	14	11.57
		Others	3	6.12	0	0	3	2.48

As it can be seen from the data presented in table 6, both of the respondents had the position of agreement on the presence of placement criteria for female trainees so as to make them beneficiary from the conducted tutorial sessions. On the instructors part, 17 (34.69 %) and 16 (32.65%) of them responded that documentary records and testing are the major criteria used to place female trainees for supplementary academic services respectively. On the contrary, tutees responses reflected the fact that self-referral and instructors-referral are the major criteria used for placement which constituted 33 (45.83%) and 17 (23.61%) respectively.

Based on the above indicated fact, it is difficult to say there are criteria that have been used to place female trainees for the tutorial program, in which both of the actors share common understanding about how they invite onto that stage. In addition, evidences secured from interview, FGD and different documents confirm the same fact. So, that is why all female trainees found themselves on the conducted tutorial program or tutorial participants.

In general speaking, it is argued that, although the college uncovered that there was no placement criteria used to assign tutees for a particular intervening instruction, the respondents opted for the prevalence of such practice. They went on explaining it that self referral was utilized, if the option 'self referral' could be taken as a criterion.

4.3.2.4 Selecting tutors: Criteria for selecting tutors

In this section to know about whether the colleges under investigation have criteria that has been adapted from elsewhere or set by themselves that have been used to recruit instructors as tutors or not, instructors who are served as tutors were asked to respond with a question having yes, no, and no idea alternatives. Accordingly, their responses are summarized and interpreted in table 7.

Table 7: Criteria Used to Select Tutors and the Assignment of Best Instructors in the Tutorial Program

NO	Item	Responses	Respondents	
			Instructors	
1	Do you believe that instructors as tutors have been recruited based on certain criteria?		No	%
		Yes	11	22.45
		Not sure	16	32.65
		No	22	44.90
		Total	49	100
2	Do you believe that the tutors were selected based on effective criteria?		Trainees	
			No	%
		Yes	20	27.78
		No	43	59.72
		No idea	9	12.5
3	Do you think that the assignment of tutors for the tutorial program considers your preference for a tutor?			
		Yes	20	27.78
		No	47	65.28
		No idea	5	6.94
		Total	72	100

In table 7 item 1, 22 (44.90%) of the instructor respondents replied that there were no criteria that have been used to recruited instructors for the tutorial program and 16 (32.65%) of the respondents responded that we are not sure whether there were criteria for selecting instructors for the tutorial program. Only the remaining 11 (22.45%) of the respondents said that there have been criteria for the selection of tutors to the tutorial program. As the table indicates, the sum of the responses of no and not sure exceeds the number of responses of yes. From this, we can infer that there were no criteria that have been used to select instructors to be a tutor in the tutorial program.

In the same table item 2 and 3, regarding the existence of criteria for tutor selection and assignment for the tutorial program, 43 (59.72%) and 9 (12.5%) of the female trainee respondents responded that there were no criteria for the selection and they had no idea about it respectively. In addition, 47 (65.28%) and 5(6.94%) of the same respondents replied that the assignment of tutors didn't consider the preference of the female trainees and they had no idea about it. This number also exceeds the responses responded by female trainees who said yes which holds 20 (27.78%) of the respondents.

From this data, we can imply that the colleges under the investigation did not use any criteria for the selection and assignment of instructors as tutors for the tutorial program. This seems that they had the position that all instructors must provide tutorial sessions for female trainees as a requirement and as a part and parcel of their work as an instructor.

In the review of the related literature it is indicated that institutions should set or adapt different criteria for the selection of tutors for the tutorial program. These criteria include; records of effectiveness, high quality, researched instructional strategies, a service that is consistent and aligned with the formal educational contents, providing secular, neutral and non-ideological service among others (Supplemental Educational Services Non-Regulatory Guidance, 2005).

4.3.3. Responsible Body in Deciding Upon the Time Allotment For the Tutorial Program

Providing supplemental educational service for those eligible female trainees requires the willingness and decision of both the providers of the extra support and the beneficiaries of the program from having it. Since tutoring is one of the supplemental educational services it also requires time devotion for the program to take place as an out of regular classroom activity, i.e. it needs time decision on both parties.

Regarding the issue of who is/are likely to decide upon the time allocated for the tutorial program, both the tutors and tutees were asked to forward their experience. Accordingly, their responses are summarized in table 8.

Table 8: The responsible body /ies as to Deciding upon the Time Allocated for the Tutorial Program

NO	Item	Response	Instructors		Trainees		Total	
			No	%	No	%	No	%
1	Who is/are likely to decide upon the time allocated for each session?							
		Tutors	10	20.41	6	8.33	16	13.22
		Tutees	1	2.04	5	6.94	6	4.96
		Both tutors and tutees	28	57.14	60	83.33	88	72.73
		Tutorial coordinators	7	14.29	3	4.17	10	8.26
		Others	10	20.14	2	2.78	12	9.92

As we observed in table 8, 28 (57.14%) of the instructor respondents and 60 (83.33%) of the female trainee respondents agreed on the point that both the tutors and tutees had the chance to decide upon the time allocated for the tutorial program. This in turn indicates the fact that there were joint decisions on both parities which may help to make the implementation of the program effective. For the reason that tutoring is an extra time activity, it would have got the agreement of both sides.

In support of the above point, the colleges' strategic plans displayed inside their document of legislation confirms that the ARVDs and gender focal persons were entitled to take accountabilities of the affirmative action related tasks including the time allotment. Here, the duties of organizing female tutorial instructions to be accomplished once a year basis was mentioned among others.

Concerning the time allocation decision for the tutorial program Topping (2000) on the general principles of how to tutor stated that tutors and tutees must agree on: how much time they can give to working together, how often will you meet each week, how long is each session and over how many weeks and the like.

Perhaps, there were no clear evidences specifically on which point decisions were made jointly, the sampled colleges had the experience of joint decisions on the time of the tutorial sessions.

4.3.4. Tutorial Reputations in Attending or Missing Tutorial Sessions

To achieve the desired outcome and bring the expected behavioural change from any teaching-learning process there are preconditions that must be fulfilled on the side of the learner and the teacher as well. These are; attendance, attentive attention, and active participation of the individual learner. The same is true in tutoring. To this end, in this part we can see the attendance of both tutors and tutees in the tutorial program, for which it is one of the preconditions among others. Thus, the following table shows the results obtained from both tutors and tutees and then after its interpretation.

Table 9: Tutors and Tutees Attendance in the Tutorial Program

NO	Item	Instructors		Trainees		Both	
		No	%	No	%	No	%
1	How often do instructors missed or delayed in the tutorial sessions?						
	Most often	4	8.16	7	9.72	11	9.09
	Sometimes	25	51.02	54	75	79	65.29
	Never absent	20	40.82	11	15.28	31	25.06
2	How often do trainees absent from the tutorial program?						
	Always	1	2.04	-	-	-	-
	Seldom	39	79.59	-	-	-	-
	Frequently	9	18.37	-	-	-	-
	Total	49					
3	How often do you take part in the tutorial sessions look like?						
	Always	-	-	36	50	-	-
	With many days absent	-	-	3	4.17	-	-
	Many days were attended	-	-	33	45.83	-	-
	Total			72			

Accordingly, table 9 item 1 indicates that, 25 (51.02%) of the instructor respondents and 54 (75%) of the female trainee respondents agreed on a point that instructors missed or delayed the tutorial sessions sometimes. Besides, 20 (40.82%) and 11 (15.28%) of the instructor and female trainee respondents said that instructors did never absent from the tutorial sessions. And only the remaining 4 (8.16%) and 7 (9.72%) of the instructor and trainee respondents, fall under the category of the instructors missed or delayed most often in the tutorial program.

In the same table item 2 and 3, issues of female trainees attendance and their preference for tutors could be seen from both the tutors and tutees angles. Hence, on the part of the instructors, 39 (79.59%) of them forwarded their witness on the issues by selecting the option which says trainees absent from the tutorial sessions sometimes. The remaining 10 respondents fall under the categories of trainees absent from the tutorial sessions frequently and always.

On the other hand, on the same issues female trainees responded that they took part in the tutorial sessions always while the program have been held, which accounts 36 (50%). Next to this, 33 (45.83%) of the respondents replied that female trainees took part in the tutorial sessions with many days of tutorials were attended. And only 3 (4.17%) of the respondents fall under the alternative that says female trainees took part in the tutorial sessions with many days absent.

From this data we could say that on both of the parties there was no or little problem related to attendance, so it could be taken as a positive side of the tutorial program. In contrary, review of related literature indicated that the problem of attendance is one of the major problems in every tutorial program and as a result of which it requires different measures to be taken to increase students' attendance in the tutorial program (Anderson and LaGuardia, 2005).

But, as interviews with the colleges' ARVDs, gender focal persons and the female representatives came up with, and as what the focus group discussions pointed out, attendance was not a major problem in this case. The problem rather was linked to the inconsistency of the tutorial program and the time fallacy that the tutorial classes were

scheduled and conducted. As they indicated, most of the time tutorial classes were conducted in the near future when exams knocks the doors of the students, that is why the female trainees get themselves in the tutorial sessions. Here, not only the female trainees who attend the tutorial sessions but also there were occasions that male trainees became participants of the tutorial program.

4.4. Training and Communication

4.4.1. Training to tutors

The other parameter that the study inquires is to investigate whether there have been any form of training conducted, aiming at upgrading the instructors' proficiency in dealing with tutorial related tasks. In this respect, instructors were triggered with a request to uncover the existence or absence of such training chances in their stay in the colleges. Here, table 10 clears out all about that.

Table 10: Training Regarding the Methodology of Tutoring

<u>NO</u>	<u>Item</u>	<u>Response</u>	<u>No</u>	<u>%</u>
1	Do instructors receive training on the methodology of tutoring?	yes	3	6.12
		no	46	93.88

As far as the responses provided on training provisions is concerned, it is as many as 46 out of the 49 instructors forwarded their experience in that there was no any instance that can be taken as a sort of training on tutoring aspects.

Thus, the contrast is visible in that, 93.88 % of the instructors were helping tutorial services without any form of training regarding tutoring. From this, it is possible to conclude that instructors did not receive any training concerning tutoring methodology either designed by the colleges or by any stakeholders.

Pertaining this, the conducted FGD confirms the same fact. The attendants pointed out that such lack of training in the colleges have resulted in the ill-fitting tutoring practices. They further explained that this was the reason as to why most of them were tutoring with the same setting as of the conventional classroom make ups.

4.4.2. Orientations for Tutees

In organizing tutoring programs, the concerned bodies are also supposed to offer orientation provisions for a better way of implementation and a remarkable result out of it. This conviction gained a special emphasis to bring the point onto the stage of female trainees' reactions. The aggregate of their answer can possibly be visualized in the table 11.

Table 11: Trainees' Orientation Regarding Tutorial Program

NO	Item	Response	No	%
1	Is there orientation you took about the conducted tutorial program, as of its objectives, vitalities and right perceptions desired?	yes	34	47.22
		no	38	52.78

The quest of orientation linked practices in the colleges put the respondents' judgement to fall under a nearly equivalent stands, 34 (47.22%) for participating to 38 (52.78 %) for they were not participating. Moreover, the proceeding item demanded the trainees' extended comment for the tips of orientation they agreed as they took. The open ended extension comes up with their remark that it was not enough in clarifying what they had to do in it and what they were to gain out of.

So, based on the data discussed above, even if there were orientation provided for female trainees about tutorial practices, the orientation revolves around on the simple existence of the program without any sufficient information about its objectives and vitalities. Besides, it had not the potential to avoid or minimize the wrong perceptions of the students in general and female trainees in particular.

4.4.3. Communication among Tutors, Tutees, and Other Concerned Bodies.

At this point, the researcher inquires whether or not there have been communications exchanged with regard to the tutorial related issues. The formal conversations are supposed to be between the tutors and the tutees, and also between those who are accountable to affirmative actions and the college administrative bodies. Even it can be

also between the latter and any of the indicated bodies, regarding the conducted female tutorial programs, on its deliberations, while the program is on air or at its accomplishment.

The communication still can be as of joint meetings called up, the reports submitted, and decisions announced, for that matter. The experienced trend on the considerable communication with in the tutorial actors and the concerned ones is presented clearly on the displayed table 12.

Table 12: Communication among Tutors, Tutees and Other Concerned Bodies

NO	Item	Response	Instructors		Trainees	
			No	%	No	%
1	Is there any reporting mechanism that tutors communicate with the other concerned bodies regarding trainees' progress in the tutorial program?	Yes	30	61.22	23	31.94
		No	15	30.61	28	38.89
		No idea	4	8.16	21	29.17
		Total	49		72	100
2	Is there any discussions made between program organizer and trainees concerning the tutorial program?	Yes	13	26.53	-	-
		No	36	73.47	-	-
		Total	49		-	-
3	Have you been given a chance to discuss about the changes seen in your learning after being tutored?	Yes	-	-	31	43.06
		No	-	-	41	56.94
		Total	-	-	72	100

In the first place, the tutees' respond if there had been reporting channels conveying issues concerning the activities in tutorial program with the knowledge of the program recipients. As the table explains, 31.94 % of the tutees had the knowledge that there had been such communication means that was aiming at reporting on tutorial activities. It is visibly seen that these group are out numbered by the respondents who opt for 'no' and 'no idea' preferences, all together forming 68.06 %.

In the same way, the instructors reacted for same request in that 61.22 % of them had the exposure that there were formal female tutorial topics like reports. The remaining

instructors provided that there had never been any reports witnessed, and as they have had no idea about that 31.61 % and 8.16 % respectively.

On the matter that there have been any consultation or a form of discussions staged on the female tutorial points, the instructors put there reactions in that 26.53 % of them for they can mention at least an instance that they can say 'yes'. In Contrast, it is as many as 73.47 % of the respondents opposed the above observation.

The female trainees further pointed out their exposure that they could mention that there had been chances provided to make them know how they were changing with the on going tutorial services as a result of taking part in it. Hence, 31 of the respondents have had such chances the rest 41 have no instance that matches with such consultations.

On aggregate, training and communication related check points have come up with important reactions in that; no training programs were held in tutorial matters in general and that of the females in particular. Indeed, trainees did not get enough chance in sensitization orientations paid for tutoring. Too, there had not been fair channelling systems that enable the trainees could handover their feedback reports on the conducted tutorial instructions. Reporting terminals, however, were found connecting the tutors and concerned bodies in related terms. In addition, there were no significantly discussions devoted to tutorial aspects.

4.5. Methodology of Tutoring

4.5.1. Tutoring Versus Teaching

It is assumed initially that, there might have been setbacks contributed by ill-conception and/or misconception regarding the implementation of tutorial instruction in difference of that of the formal once, from tutors' and the tutees' side. Thus, both the respondents were requested to react on the tutorial manifestations and preparations, for that matter. And their responses are summarized by table 13.

Table 13: Ratings of Instructors and Trainees on the Similarities and Differences between Teaching and Tutoring.

NO	Item	Response	Instructors	
1	How do you observe the similarities between tutorial session and formal class with regarding to the methodology of tutoring?		No	%
		Quite similar	5	10.21
		To some extent similar	38	77.55
		Dissimilar	6	12.24
		Total	49	
2	How do you see the difference between the tutorial session and the formal class in terms of the way the tutor deliver the lesson?		Trainees	
		Quite different	5	6.94
		Different to some how	13	18.06
		Quite similar	54	75
		Total	72	100

As the table can show the contrasting impression in that, the instructors determined the similarities of the conducted tutoring with formal instructions to had been similar to some how, accounting for 77.55 %. The other 12.24 % made them quite similar. The rest of the group observed to be rather dissimilar, making up 10.21 %. In the same way the trainees showed their witness in the same point in that, 18.06 % of them viewed it to be different to some how. Besides, 6.94 % provided that tutoring was quite different from the prevailed formal teachings, while 75% put the comparison to be rather quite similar. From the table, one can significantly consider that there is no a marked instructional set ups that can keep tutorial practices different form the methodological arrangement utilized in the normal classes.

By and large, it is also noted that to achieve maximum effect out of tutorials, there is a need to specify appropriate tutoring methods and providing training concerning the same issues. It is also pressing here that the training itself should provide an important context so as to show how good tutoring methods could look like. In this respect Topping (2000) and Elliot (2000) underlined that specifying tutoring method is one of the principles which makes tutoring effective among others.

4.5.2. Focuses of the Tutorial Program

Tutoring is a remedial or supplementary strategy which is performed outside the regular classroom. Thus, while planning tutoring there is a need to determine the focus of the tutorial session which goes in line with the problem areas of the eligible trainees assigned for the tutorial program.

Here, to know about the focuses of the tutorial program under the investigated colleges, both tutors and tutees were asked to rank on the actual presentation of the tutorial sessions look like. And their responses are summarized in table 14.

Table 14: Instructors and Trainees Ranking on the Focuses of the Tutorial Program

NO	Item	Instructors			Trainees		
		No	%	Rank	No	%	Rank
1	The presentation of tutoring is based on;						
	Formal class content	27	55.10	3	48	66.67	2
	Concepts of formal class that students couldn't properly understand	44	89.80	1	41	56.94	3
	Homework's and assignments	19	38.78	4	20	27.78	4
	Supplementary contents prepared by instructors	28	57.14	2	51	70.83	1
	Contents that will be covered in the future	2	4.08	5	8	11.11	5

With regard to the focuses of the tutorial sessions as the table clearly indicates that 44 (89.80%) of the instructors said that the presentation of tutoring is based on concepts of formal class that students could not properly understood. On the contrary, 48 (66.67%) of the female trainees (tutees) responded that tutorial classes are the mere repetitions of the formal class content in the same manner as of the regular classes.

The second major focus of the tutorial sessions according to tutor respondents is that supplementary contents prepared by instructors which holds 28 (57.14%) whereas on the

tutees part concepts of formal class that students could not properly understand took the second which accounts 41 (56.94%).

Topping (2000), in the principles of tutoring, forwards the following practical applications in the process of tutoring; avoid lecture, reviewing what students learn in the previous tutoring session and mixing-up a variety of tasks among others. However, in contrary to this principle, the tutors under the investigated colleges seem focus on the revision and remediation of contents students were learned in their regular classroom. Female trainees as beneficiaries' part out of the conducted tutorials stated that rather than identifying and diagnosing the real problem areas of the trainees, tutors simply repeat what they taught in the regular classroom during tutorial sessions.

In addition data secured from interview conducted with female members of students council revealed the fact that tutoring in our case is simply a matter of excluding male trainees from the regular classroom. Here, tutors conduct tutorial session for the sake of getting themselves at the top position in their evaluation results which helps them to their career structure. The same fact is confirmed from the focus group discussions held with the department heads.

4.5.3. Contrasts between Tutoring and Teaching with Regard to Classroom Size

The influence of the large class size can be reflected as teachers feel self-conscious, nervous and uncomfortable under the eyes of many students, create problem in evaluating oral and written works, shortage of time to help individual students, unable to manage disciplinary problems and students lack individual attention and increase workload and expenditure of energy on the teacher. The problem of classroom size becomes very serious in case of tutoring. By its nature, tutoring is a method of teaching in which one or small group of students receive personalized and individualized instruction. To realize its purpose, tutoring requires small classroom size in order to make the tutees beneficiary from individualized attention and close monitoring.

To see how the colleges under investigation carry out the tutorial sessions in terms of classroom size, both the tutors and tutees were asked to compare the tutorial sessions

with that of the regular classroom. Accordingly, their responses are summarized as follows in table 15.

Table 15: Comparison between Formal Classes and Tutorial Classes In Terms Of Classroom Size

NO	Item	Response	Instructors		Trainees		Both	
			No	%	No	%	No	%
1	How do you compare the tutorial session with the formal class in relation to the number of students assigned to attend in a classroom?							
		Quite similar	3	6.12	13	18.06	16	13.22
		Similar to some extent	17	34.70	23	31.94	53	43.80
		Quite different	29	59.18	36	50	52	42.98
		Total	49	100	72	100	121	100

As the data presented in table 15 indicated, 29 (59.18%) of the instructors respondents said that tutoring and teaching are quite different in terms of students number in a sense that in tutorial sessions there were more number of students than the regular classroom.

Similarly, responses from female trainees indicate that there were greater numbers of students in the tutorial sessions than regular classroom. Here, almost half of or 36 (50%) of the respondents shared the idea of the attendance of more number of students in the tutorial sessions than the regular classroom.

From the aforementioned ideas, it is difficult to say that the colleges under investigation were carried out the tutorial sessions in line with its purpose of providing personalized or individualized instructions. Rather, they run the program without knowing its right purpose.

4.5.4. Materials Utilized While Tutoring

An academic intervention is a kind of extra support which makes low achievers beneficiary from attending that particular program. Tutoring as an academic intervention plays such a vital role. Hence, to make low achievers beneficiary from tutoring, its focus should go in line with their problem areas. For which tutors should give proper emphasis

to the type of materials used in the tutorial sessions, otherwise, the tutees get confusion instead of getting themselves on the right track.

Herein, both tutors and tutees were asked to forward their responses about the materials tutors mostly used in the tutorial sessions among the given alternatives. Table 16 shows the summarized results of their responses.

Table 16: Materials Tutors Used During the Tutorial Sessions

NO	Item	Instructors		Trainees		Both	
		No	%	No	%	No	%
1	Instructors mostly used modules in the tutorial sessions	25	51.02	35	48.61	60	49.59
2	Instructors mostly used materials prepared by the department in the tutorial sessions	8	16.33	19	26.39	27	22.31
3	Instructors mostly used materials prepared by themselves in the tutorial sessions	36	73.47	34	47.22	70	57.85
4	Instructors mostly used commercially available materials in the tutorial sessions	3	6.12	12	16.67	15	20.83
5	Others	3	6.12	1	1.39	4	3.31

As the responses obtained from instructors' respondents exhibited, tutors mostly used materials prepared by themselves in the tutorial sessions on which 36 (73.47%) of them agreed on. On the other hand, the female trainees respondents agreed on this point as a second major material used by tutors during tutorial session which accounts 34 (47.22%) of them. As the female trainees responses showed, tutors mostly used modules of the regular instructions inside the tutorial sessions too. The material selection and the utilized methods of instruction as well, strengthen the fact forwarded by female trainees pertinent to the focus of tutorial sessions. So, 35 (48.61%) of the female trainees respondents, fall under this category. This also provide the replica image that the tutorial classes and the regular scenarios casting there to look alike.

4.6. Perception of Tutors And Tutees Inside Tutoring Receptions

4.6.1. Perceptions about the Tutorial Program

Here, the assumption is that there might have been erroneous perceptions on the task in the minds of the donor and the recipients. This could possibly affect the level of commitment paid for tutorial practices. It is for this reason that the respondents were requested to show their attitude towards the program. Their reactions are aggregated in table 17.

Table 17: Attitude and Feeling on the Tutorial Program

NO	Item	Response	Instructors	
			No	%
1	How can you your attitude towards self-initiation to carryout your task of tutoring?			
		Positive	43	87.76
		Negative	6	12.24
		Total	49	100
2	What is your feeling about the tutorial program after taking part as a tutee? The program;		Trainees	
		benefiting much	47	65.28
		helpful to some how	23	31.94
		no change it brings	0	0
		nothing to say about	2	2.78
		Total	72	100

The above table can vividly describe the fact that, 43 (87.76 %) of the instructors provided as they had positive conception with regard to the program. The remaining 6 (12.24 %) gave negative image about it.

In the same respect, the trainees reflected their impression through the expected benefits that they can imagine to receive out of it. So, 47 (65.28 %) took the program as benefiting

much. Down to them the other group accounting 23 (31.94 %) put it to be helpful to some how. The remained2 (2.78 %) kept them not to say any thing.

The responses provided can confirm the fact that there is a significant acceptance paid to the program from the instructors' side (this may not reflect the extent to which the former had been exerting much of their proficiency and extra effort committed to it, as its server effect). In turn, the trainees had had a fairly clearer image as important about the program in general.

4.6.2. Convictions On The Importance Of Tutorials

In line with the existing convictions on the vitalities of tutorials for improved female achievement, both the respondent trainees and instructors were demanded their position of agreements. These all can be illustrated in table 18.

Table 18: The Importance of Tutorial in Improving Trainees' Academic Achievement

NO	Item	Response	Instructors		Trainees		Both	
			No	%	No	%	No	%
1	Tutoring improves female trainees' academic achievement.	Strongly agree	19	38.78	38	52.78	57	47.11
		Agree	22	44.90	22	30.56	44	36.36
		Undecided	4	8.16	8	11.11	12	9.92
		Disagree	3	6.12	4	5.56	7	5.79
		Strongly disagree	1	2.04	0	0	1	0.83
		Total	49	100	72	100	121	100

As we can vividly see in the above schema, 41 (83.68 %) of the instructors reacted that their position was swinging between strongly agree to agree for that matter. In the same respect, 60 (83.34 %) of the trainees were inside the same agreement, i.e. between strongly agree to agree.

Besides, the remaining instructors opted for undecided, disagree, and strongly disagree positions to account for 4 (8.16 %), 3 (6.12 %) and 1 (2.04 %) respectively. Concurrently,

the rest of the trainees showed their agreement on the same point in that 8 (11.11 %) kept it undecided, 4 (5.56 %) disagreed it, with no response entered for strong disagreement.

It is possible to deduce the fact that, both the instructors and trainees had a consensus that tutoring could promote female students achievement in the colleges.

Concurrently, as evidences collected through other instruments such as interview and FGD revealed the fact that, there is no doubt about the importance of tutorials as a supportive academic intervention when there is proper plan, well organization, and on time implementation and appropriate evaluation techniques of its progress and effectiveness of the whole program at large. More over, there needs up- to- date sets of back ups in perpetuating the life of the program on a dynamic basis.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

In this section, the underlying research topics are included as the core point of the whole by which the study gets its summarizing, concluding terms, and recommending remarks.

5.1. Summary

Above all, the curiosity of the research topic can be described best in that; it is moving around the practices, successes, and major challenges of the tutorial program for female trainees with reference to Bonga and Hossana Colleges of Teacher Education. Thus, this study was aimed at surveying the practice, assessing the achievements, and pointing out the prominent set backs in the colleges' tutorial tasks.

In realizing the indicated objective of the study, there posed basic research questions. Such questions form the locomotive framework that made reaching at the research final destiny could be expected. This move was indeed used as a vital guiding parameter from the initial step through the accompanied research investigations, up to the results of the study.

As far as the researcher's methodological choices are concerned, descriptive survey with its quantitative and qualitative facets were put in to use. Administering questionnaire items prepared for respondents of both the female trainees and the instructors, the held FGD sessions with department heads and the interviews made with the distinguished responsible bodies in the colleges were cases in point. In addition, documentary reviews were also there, for that matter.

In the course of the study under taken, female trainees and instructors as the major subjects were selected in simple random sampling selection basis. Besides, the ARVD's, the gender focal persons and the female members of the student council of the two colleges were simply exempted to the study using purposive/ judgemental sampling means.

5.2. Major Findings and Conclusions

The up coming winding section, the conclusion, inclusively presents with the major findings of the research investigated. Hence, these conclusive remark topics of the finding of the study are used to wind-up the research out comes as follows.

5.2.1. Major Findings

The major findings of this study were presented under major headings such as;

1. Overall picture of the tutorial practice-

- As a start out dealing with the respondents, the presence of the tutorial program as a positive discriminating strategy can be optimistic. The existence of the program has been observed to visualize the entire image;
- The program was found dropping down into its implementation as a top-down order received from the ARVD from above, and the department heads from immediate bellow. This provided its main features like: having no action implementation break down, and the compulsory tutorial tasks set as a requirement of tutors' career obligation; it was also identified that these all was done having no clear guidelines frame worked;
- There had been no specifications forwarded from the planners as to how the program was supposed to be accomplished, as which courses were to be prioritized to have a pressing focus. In the same respect there had never been prior identification of the trainees to tutorial referral;
- The timing tutorial schedules had not been conducive and often inconvenient, since its sessions were characterized by occasional, long sessions usually twin with the fewer weeks waiting before the final semester exams resume; and
- The witnessed tutor –tutees ratio had been exhibited to be 1:45 as their list of tutorial placement can describe about.

2. Tutorial organization perspectives-

- There were no responsible body identified as tutorial organizer (coordinator) who carry out the tutorial related tasks like making the necessary preparation to launch a tutorial program, scheduling the same program, checking its implementation,

taking attendance and reporting and providing support and advice for tutors and tutees;

- Instead of setting or adapting criteria for the selection of eligible female trainees for the tutorial program, the investigated colleges were used invitation of all female trainees to the extra-support (tutorials) as a criterion;
- The selection and recommendation of female trainees for the tutorial program was more of the responsibility of the instructors and other related bodies like department heads and gender units;
- There had not been any defined criteria utilized to place the trainees for tutorial purposes. It was likely rather sought as a total invitation of the entire female trainees in the colleges;
- In the same respect, no criteria were also set to delegate instructors as tutors. In turn, this required the whole teaching staff to perform tutorial duties;
- The ARVDs and the gender focal persons were, in most cases, found to lead the organizing and coordinating accountabilities. Too, there had never been tutorial coordinator assignments; and
- With respect to the daily commitments paid to the program, there was no marked set backs caused by the lesser attendances witnessed from the tutors and tutees sides. Tutees particularly were rather instigated to attend tutorial sessions, hoping to gain more instructions for their preparation to the closely scheduled exam they were to take. In short, attendances were extrinsically boasted as sessions were vital as readiness for the coming exam needed.

3. Communication Related to the Tutorial Program Perspectives

- Instructors did not receive any training concerning tutoring methodology either designed by the colleges or by any stakeholders;
- There were orientation provided for female trainees about the tutorial program, but the orientation revolves around on the simple existence of the program with the absence of enough power of indicating its objectives and vitalities; and

- On the one hand, reporting terminals were found connecting the tutors and other concerned bodies on the conducted tutorials. On the other hand, there had not been fair channelling systems that enable the trainees could handover their feedback reports on the same issue.

4. Methodological Perspectives

- There were no marked instructional setups that can keep tutorial practices different from the methodological arrangement utilized in the normal classes;
- Tutors of the investigated colleges were focused on the revision and remediation of contents students were learned in their regular classroom. In short, tutors simply repeat what they taught in the regular classroom during tutorial sessions;
- In terms of class size, there were greater numbers of students in tutorial sessions than regular classroom instructions; and
- Tutors most often used modules and instructor-made materials in the tutorial sessions.

5. Tutorial Program: Perceptions and convictions related to the Importance of Tutorials perspectives

- Both the instructors and trainees had positive conception with regard to the task of conducting tutorials on the tutors' side, and the benefit the tutees get from the tutorial program; and
- Both the instructors and trainees had a consensus that tutoring could promote female students academic achievements. They further pointed out that, there is no doubt on the importance of tutorials as a supportive academic intervention.

5.2.2. Conclusions

Based on the major findings obtained, the following conclusions could be drawn.

1. To make the tutorial practices effective and successful, it needs clear guideline (framework) specification and action implementation break down forwarded from the planners as to how the program is supposed to be accomplished. In addition, average tutor-tutees ratio which enables the tutor helping and handling all the tutees, properly. Lack of clear guideline, specification and action implementation break down would hinder the maximum effect expected from tutoring;
2. Like other programs of the institutions, tutorial program requires its own program organizer (coordinator) who carried out the tutorial related tasks like making the necessary preparation to launch a tutorial program, scheduling the same program, checking its implementation, taking attendance and reporting and providing support and advice for tutors and tutees. Besides, the organizer (coordinator) is also expected to set and/or adapt criteria for the selection and delegation of eligible female trainees (tutees) and instructors as tutors respectively. The absence of such tutorial coordinators would result the colleges tutorials ill-practiced;
3. Tutorial program as a supportive academic intervention can be affected by lack of proper orientation to the beneficiary female trainees, lack of training about the methodology of tutoring to tutors and lack of communication channel among the tutorial actors and other concerned bodies. Without the improvement of all these training and communication related tasks effectiveness of the tutorial practices would be difficult;
4. To get the best benefit out of the tutorial practices, there is a need to specify tutoring methods that differ from the conventional instructional methods, to determine the focus area of the content which corresponds with the problem area of the tutees and to decide on a number of tutees in a single tutorial session. Employing conventional instructional methods, focusing on the revision and remediation of contents students were learned in their regular classroom and having large class size during tutorial sessions would minimize the effect expected from tutoring. This is partly caused by lack of training about tutorial related tasks; and

5. There is no doubt on the importance of tutorials as a supportive academic intervention when there is proper plan, well organization, and on time implementation and appropriate evaluation techniques of its progress and effectiveness of the whole program at large. More over, it needs up-to-date tips that make the life of the program on a dynamic basis. Lack of all these elements (components) of the tutorial practices makes the importance of the same program for academic achievements insignificant.

5.3. Recommendations

In light of major findings and conclusions of the study, it seems reasonable to suggest the recommendations mentioned here, with the hope that they could be helpful to improve tutorial practices of the investigated colleges in particular and in other colleges of teachers education at large.

1. **Assigning program organizer (coordinator):** like other programs of the institution the colleges under the investigation would assign tutorial program coordinators together with auxiliary committee who performed tutorial related tasks. The primary responsibility of the coordinators would be preparing clear cut, concrete targeted and feasible planning for the will be conducted supplementary education. In such a planning, important answers for the what, why, who, for whom and how of tutoring should be communicated easily.
2. **Awareness creation:** the program is wrongly perceived among the participants and non participants of the tutorials. So, the investigated colleges would provide different awareness creation programs regarding the tutorial program for the staff, the college students as a whole, and female students in particular, on the objectives of the ongoing tutorial programs. Which help to avoid the abuses of female tutoring that emanates from the existing link between tutoring tasks and the extrinsically instigated college instructor's effort on tutoring.
3. **Providing training:** the very nature of tutorial is providing support for low achiever individuals who couldn't cope up with their classmates through conventional instructional methods. To this end, tutors need training about how to provide support and handle those at risk students as whole and female trainees in particular in tutorial sessions. And the training should emphasize more of on the methodology of tutoring. Hence, the colleges under the investigation together with Regional Educational Bureau and other stakeholders would provide short term training regarding the methodology of tutoring in a continuous and dynamic basis.

4. **Establishing communication channel:** to communicate on, and receive valuable inputs from the college professionals who have particular concerns, and special interest on the ways of improving tutorial practices in the colleges, the administrative bodies of the colleges would establishes formal communication channel which serves all the tutorial actors.
5. **Designing and employing follow-up and evaluation strategies:** the colleges would develop and implement different follow-up and evaluation strategies, which are designed for the vital ways of evaluating the accomplishment of the program using check points and every source of feedbacks.
6. **participating more female instructors in the tutorial program:** there are important values that should be expected to develop for an effective tutoring on the side of tutors which include; working for efficient academic competences of female students, developing better self-image, self-confidence and self-esteem, creating interactive environment for wider female participation, avoiding stereotypic attitudes, attitude to ensure equality of female and the like. To this end female tutors play the vital role of realizing all these important values. So, the investigated colleges would decide on participating more female instructors who play exemplary roles in the tutorial program.
7. **Conducting action research:** finally, since the study is very limited in its scope, there could be other problems that are related to the practices of the tutorial programs, but not covered by this study. Therefore, the writer recommends that further studies should be carried out on the issue on a continuous basis to maximize the effect of the tutorial practices.

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General Direction- provide your response by putting sign of (✓) in the box of your option or in your descriptions when the item needs this way.

II. Background Information

1. Name of your Institution (college) _____
2. Year
3. Age _____

III. The General Practice on Tutoring

1. Are there any criteria that have been used to recruit female students for the extra support (tutorial)?
Yes ☐ No ☐ No idea ☐
2. If your answer for question no 1 is "yes" what are the criteria?
 - Low level of educational results ☐
 - Being a female ☐
 - The interest of female trainees to join the program ☐
 - Subject matter (area) difficulty ☐
 - Others/please specify if any/ _____
3. Who is selecting female students for the tutorial programs?
 - Instructors ☐
 - Student-teachers ☐
 - The college gender unit ☐
 - Department heads ☐
 - Tutorial coordinators ☐
 - Others/please specify if any/ _____
4. Do you know the way you were selected to join the tutorial session before your attendance there?
Yes, I was informed ☐
I had no idea on it ☐
5. If your answer for question no 4 is "yes" what are the methods?
 - Testing ☐
 - Previous documentary records ☐
 - Self-referral (self willingness to take part) ☐
 - Teacher referral ☐
 - Counseling ☐
 - Others/please specify if any/ _____
6. How often do you take part in the tutorial sessions look like?
 - Always while the program have been held ☐
 - With many days absent ☐
 - Many days of tutorials were attended ☐
7. Do you think that the assignment of tutors for the tutorial program considers your preference for a tutor?
 - Yes ☐
 - No ☐
 - No idea ☐

Appendix B

Instructors Questionnaire

Dear Instructors

As a post graduate student of AAU in department of curriculum and teachers professional development studies, the fulfillment of MA partly requires conducting a research study on a certain problem area of the educational institutions. Hence, I am conducting a research on the continually conducted tutorial program in this college.

Since you have directly take part in the female tutorial sessions as a tutor, whatever input you add-up on the study will indeed have a great significance. That is why you are highly requested to give your justification, value judgments and assertive responses in the questionnaire items are provided with.

“Thank You Beforehand”

General Direction- provide your response by putting sign of (✓) in the box of your option or in your descriptions when the item needs this way

I. Background Information

1. Name of your Institution (college) _____
2. Sex Male ☐ Female ☐
3. Educational level Degree ☐ MA/MSc ☐ Specify if any _____
4. Service year as an instructor (including 2001) _____
5. Service year as a tutor (including 2001) _____

II. The General Practice on Tutoring

1. Are there any criteria that have been used to recruit female student-teachers (trainees) for the program?
Yes ☐ No ☐ Not sure ☐
2. If your answer for question no 1 is 'yes' what are the criteria? (you may give more than one answer)
 - Low level of Educational results ☐
 - Being a female ☐
 - The interest of female trainees ☐
 - Subject matter difficulty ☐
 - Specify if any other _____
3. Who is responsible for recruiting female student-teachers (trainees) for the tutorial program? (you can give more than one answer)
 - Instructor ☐
 - Course coordinator ☐
 - Student-teachers ☐
 - The college academic and Research vice dean ☐
 - Department head ☐
 - Gender unit (club) ☐
 - Others/please specify/ _____
4. Are there any methods that have been used for placing female student-teachers (trainees) in the program?
Yes ☐ No ☐ Not sure ☐
5. If your answer for question no 4 is "yes" what are the methods?
 - Testing ☐
 - Previous documentary records ☐
 - Self-referral ☐
 - Teacher referral ☐
 - Counseling ☐
 - Others/please specify/ _____
6. How often do student-teachers (trainees) absent from the tutorial program?
 - Always ☐
 - Seldom ☐
 - Frequently ☐

7. Do you believe that instructors as tutors have been recruited based on a certain criteria?

Yes ☐
 Not sure ☐
 No ☐

8. If your answer for question no 7 is "yes" what are those criteria? /Please specify as many as you can mention here.

9. How can you evaluate your attitude towards self initiation to carryout your task here as a tutor?

Positive ☐
 Negative ☐

III. Tutoring Method

1. The presentation of tutoring is based on:	Agree	Undecided	Disagree
- formal class contents.			
- contents of the formal class that students couldn't properly understand.			
- home works and assignments.			
- instructor made supplementary contents.			
- on contents that will be covered in the future.			
2. The way the tutorial program presented in the tutorial session:	Agree	Undecided	Disagree
- Previous lessons are revised.			
- In a similar fashion to the formal class.			
- Questions are used as a spring board of the tutorial session.			
- Instructors provide thinking time to tutees.			
- Simple-difficult, clear-complex---tasks are provided alternatively.			

3. How do you observe the similarity between the tutorial session and the formal class with regarding to the methodology of tutoring?

- Quite similar ☐
- To some extent similar ☐
- Dissimilar ☐

4. In the same way compare the formal classes and the tutorial once in relation to the number of students assigned to attend in both cases.

- Quite similar ☐
- To some extent similar ☐
- Dissimilar ☐

IV. Organizing and Monitoring the Tutorials Program

1. Who is the responsible body for organizing, and monitoring the tutorial program in the college? (possible to give more than one answer)
 - Instructor ☐
 - Department heads ☐
 - The College Academic and Research vice dean ☐
 - Tutorial coordinators ☐
 - Gender unit ☐
 - Female education center ☐
 - Regional Education Bureau ☐
 - Others/please specify/ _____
2. The time allocated for the tutorial program is decided by
 - Tutors ☐
 - Tutees ☐
 - Both tutors and tutees ☐
 - Tutorial coordinators ☐
 - Others/please specify _____
3. Do instructors receive training on the methodology of tutoring?
Yes ☐
No ☐
4. What are the materials primarily used for the tutorial program?
 - Modules ☐
 - Materials prepared by the departments ☐
 - Instructor made materials ☐
 - Commercially available materials ☐
 - Others/please specify/ _____
5. Is there any discussion made between tutorial coordinators (program organizers) and student-teachers concerning the tutorial program?
Yes ☐
No ☐
6. If your answer for item no 5 is 'yes' please specify the concerned body you were dealing with and the point of discussion. _____
7. Is there any reporting mechanism that tutors communicate with department heads and college ARVD regarding students progress in the tutorial program?
Yes ☐
No ☐
No idea ☐
8. How often do you miss or tend to delay in the tutorial schedules?
Most often ☐
Seldom ☐
Never absent ☐

9. Since tutorial is one of the academic interventions, it has a potential of improving female students academic achievement.

- Strongly agree ☐
- Agree ☐
- Undecided ☐
- Disagree ☐
- Strongly disagree ☐

10. How do you reflect your perception about tutoring through its purpose you have in mind? _____

11. What other problems do you observe regarding the tutorial program?

12. Please specify the possible suggestion you can think of on the problem you described in the above question item.

Thank you Again

Appendix C

Interview guides to selected College informants: Gender Focal Persons, Female Students' Representatives and college administrative and Research vice deans

1. What are the objectives of the tutorial program for female student-teachers (trainees)?
2. Are there criteria to select female student-teachers (trainees) for the tutorial program? If so, what are the criteria used? And how such criteria were set if there were models borrowed or experiences shared in this respect?
3. How can one evaluate the over all commitment of instructors to tutorial sessions in terms of there absenteeism? What were the most frequent administrative reactions on such a case?
4. How do instructors often perceive and implement tutoring in difference of there regular teaching tasks, take the instances of the utilized methodologies?
5. Which body is accountable to organize the institution-based tutorial program for female student-teachers in the college level? How far this body is devoted for the mission of affirmative action via conducting tutoring?
6. Does the college together with other stake holders provide training for tutors on the methodology of tutoring?
7. Is there any way that the college communicates with the tutors and the tutees regarding the tutorial session, the sought expectations and its out comes? If yes, could you mention the communication channel?
8. Do you think that the tutorial program improves female student-teachers' academic achievement?/Please use vital parameters and/or relevant indicators to address the degree for that matter./
9. What difficulties and problems that the tutorial program was found to suffer?
10. What were your solutions, in connection, you proposed to solve the problems that the tutorial program was facing?

Appendix D

FOCUS GROUP DISCUSSION (FGD)

TO _____

Viewing for extra- important considerations towards effective female tutorial programs which are organized and implemented in colleges of teacher education, I am conducting a research in fulfilling my MA in Curriculum & Teachers Professional Development Studies.

Herein, you are kindly requested to attend a 60 min. short FGD session. In advance, I am sure that your professional merits are hopefully invaluable to qualify the research itself. Hence, the FGD [of your group] will be held on the 13th, March, 2009 at 10 pm.

Thank you! for your cooperation and I hope you will find the discussion to be at least as a vital chance to deal with such a hot issue like you are here called up to.

In response to your prior readiness for and curiosity on the FGD, points of the discussion are attached with this call of invitation.

Points of FGD

1. Values that should be developed towards realizing the affirmative action strategies and the respective institutional tasks like extra supports for female students in the colleges.
2. An over view of tutorial practices in your college in a particular focus to that has been conducted for females.
3. How can you evaluate the effectiveness of the female tutorial programs accomplished in the college? If failures were witnessed what are the major reasons behind them. And,
4. Vital settings towards better planning, organization and implementation of this tutoring tasks for a sound target , an improved female academic achievement and extra wider female students' participation, as well.

THANK YOU AGAIN

**Your counterpart,
Firehiwot Birhanu.**

DECLARATION

I, the undersigned, declare that this thesis is my 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.

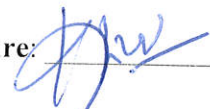
Name: Firehiwot Birhanu

Signature: 

Date: 27/07/2009

This thesis has been submitted for examination with my approval as a university advisor.

Name: Dr. K. Eagavalli

Signature: 

Date: 20/07/09

