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An Assessment of the Practices, Challenges and Contributions of School-Based Tutorial Program for Grade 10 Students in Some Secondary Schools of South Achefer Woreda, Amhara Region

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BAHIR DAR UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES
DEPARTMENT OF ADULT EDUCATION AND COMMUNITY
DEVELOPMENT

AN ASSESSMENT OF THE PRACTICES, CHALLENGES AND
CONTRIBUTIONS OF SCHOOL-BASED TUTORIAL PROGRAM
FOR GRADE 10 STUDENTES IN SOME SECONDARY SCHOOLS
OF SOUTH ACHEFER WOREDA, AMHARA REGION.

BY

ALEMNESH BIADEGI

JULY, 2020

BAHIR DAR, ETHIOPIA

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A THESIS SUBMITTED TO COLLEGE OF EDUCATIONAL AND
BEHAVIORAL SCIENCE, DEPARTMENT OF ADULT EDUCATION AND
COMMUNITY DEVELOPMENT, IN PARTIAL FULFILLMENT FOR THE
REQUIREMENTS OF MASTERS OF ART DEGREE IN ADULT EDUCATION
AND COMMUNITY DEVELOPMENT.

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JULY, 2020

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Declaration

This is to certify that the thesis entitled an assessment of the Practices, Challenges and Contributions of School-Based Tutorial Program for grade 10 students in Some Secondary Schools of South Achefer Woreda, Amhara Region”. Submitted in partial fulfillment of the requirements for the degree of Master of Art Degree in Adult Education and community development of department of Adult Education and community development, Bahir Dar University, is a record of original work carried out by me and has never been submitted to this or any other institution to get any other degree or certificates. The assistance and help I received during the course of this investigation have been duly acknowledged.

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Approval of Thesis for Defense

I hereby certify that I have supervised, read and evaluated this thesis titled “An assessment of the Practices, Challenges and Contributions of School-Based Tutorial Program for grade 10 students in Some Secondary Schools of South Achefer Woreda, Amhara Region” by Alemnesh Biadegi prepared under my guidance. I recommend the thesis be submitted for oral defense.

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Approval of Thesis for Defense result

As members of the board of examiners, we examined this thesis titled entitled “An assessment of the Practices, Challenges and Contributions of School Based Tutorial Program for grade 10 students in Some Secondary Schools of South Achefer Woreda, Amhara Region” by Alemnesh Biadegi. We hereby certify that the thesis is accepted for fulfilling the requirements for the award of the degree of “Master of Art Degree in Adult Education and community development”.

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TABLE OF CONTENTS

Approval of Thesis for Defense	II
Approval of Thesis for Defense result	III
ACKNOWLEDGMENTS	IV
TABLE OF CONTENTS	V
LIST OF TABLES	IX
LIST OF FIGURES	X
LIST OF APPENDICES	XI
LIST OF ACRONYMS	XII
ABSTRACTS	XIII
CHAPTER ONE	1
INTRODUCTION	1
1.1. Background of the Study	1
1.2. Statement of the problem	5
1.3. Research Objectives	7
1.3.1. General Objective.....	7
1.3.2. Specific objectives	7
1.4. Research Questions	8
1.5. Significance of the study	8
1.6. Limitations of the Study	9
1.7. Delimitation of the study	9
1.8. Organization of the study	9
1.9. Definition of key terms	9
CHAPTER TWO	11
LITRATUREREVIEW	11
2.1. Introduction	11
2.2. Definitions and Concepts of Tutoring.....	11
2.3. Historical Development of tutoring	12
2.4. Classifications of Tutoring	13
2.5. Principles of Tutoring	14
2.6. Effective Tutoring Practices	14

2.7	Tutoring Approach.....	16
2.8	Tutors and tutees selection.....	16
2.8.1	Prevalence of school based tutoring in high schools	17
2.8.2	How did secondary schools target students for participation in academic tutoring	17
2.8.3	Who provided academic tutoring to students.....	17
2.9	Basic types of tutoring activity.....	17
2.10	Ways to Improve Tutoring Programs.....	18
2.11	Challenges for school based tutorial program.....	20
2.11.1	Journey from Home to Secondary School	20
2.11.2	Characteristics of teachers and Academic Performance.	21
2.12	School Facilities.....	21
2.13	Parents Socio-economic status.....	22
2.14	Environmental Influence.....	23
2.15	Parental Involvement	24
2.16	Effective school discipline policies.....	24
2.17	Administrative support and leadership	25
2.18	Benefits of Tutoring Programs.....	25
2.19	Tutoring outcomes	26
2.20	Impact of tutoring on students' learning	27
CHAPTER THREE		28
RESEARCH METHODS		28
3.1.	Introduction.....	28
3.2.	Description of the Study Area.....	28
3.3.	Research paradigm.....	29
3.4.	Research Design.....	29
3.5.	Sources of data.....	30
3.7	Sample and Sampling Techniques	30
3.8	Types of Data and Methods of data Collection.....	32
3.9	Data Gathering Instruments	33
3.9.1	Questionnaire	33
3.9.2	Interview	33
3.9.3	Pilot Test.....	34
3.9.4	Procedure for Data Collection.....	34

3.10 Data Analysis and Interpretation.....	35
3.11 Ethical Consideration.....	35
CHAPTER FOUR.....	36
RESULTS AND DISCUSSIONS.....	36
4.1. Introduction.....	36
4.1.1 Response rate and composition of sample respondents.....	36
4.2. Personal characteristics of respondents.....	37
4.2.1. Sex composition.....	37
4.2.2. Position of sample respondents.....	38
4.2.3 Age category teachers Respondents.....	38
4.2.4 Education level of respondents.....	38
4.2.5 Work experience of teachers.....	39
Descriptive analysis of school based tutorial program.....	40
4.3. Practice of of school based tutorial program.....	40
4.3.1.The way of starting a school based tutorial program.....	40
4.3.2 The Arrangement of subjects in the program.....	41
4.3.3 The Arrangement of time duration of the program.....	43
4.3.4 The Follow up and assessments of students in the program.....	45
4.3.5 The Teachers benefit package & related issues in the program.....	48
4.3.6 The School Stakeholder’s integration to practice the program.....	50
4.3.7 The School Stakeholder’s professional support to practice the program.....	52
4.3.8 The School Sufficiency of resource to practice the program.....	54
4.3.9 The Enforcement Mechanisms to practice the program.....	57
4.4 Contribution of school based tutorial program implementation.....	59
4.5 Challenges of School based tutorial implementation.....	64
4.5.1 School related challenges.....	64
4.5.2 Student related challenges.....	68
4.5.3 Parent related challenges.....	69
4.5.4 Ethical related challenges.....	70
CHAPTER FIVE.....	74
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	74
5.1. Summary.....	74
5.2. Major Findings.....	74

5.3. Conclusions.....	78
5.4. Recommendations.....	80
REFERENCES	83
APPENDICES	88

LIST OF TABLES

Table 3.1 Summery of sample students & teachers in the study area.....	32
Table 4.1 Response rate of the survey	36
Table 4.2 Personal characteristics of respondents	37
Table 4.3 The way of school based tutorial program practice	40
Table 4.4 Arrangement of subjects of the tutorial program.....	41
Table 4.5 Arrangement of time duration of the tutorial program	43
Table 4.6 Follow up and assessments of students' tutorial program	45
Table 4.7 Teacher benefit package & related issues in school based tutorial program.	48
Table 4.8 One-sample mean response test on stakeholders integration (coordination).....	51
Table 4.9 One-sample means response test on school based tutorial program support.....	52
Table 4.10 One-sample mean response test on Sufficiency of resource.....	54
Table 4.11 One-sample mean response test on Enforcement Mechanisms	57
Table 4.12 One-sample mean response test on Enforcement Mechanisms in the school.....	58
Table 4.13 One-sample mean response test on contribution of implementing SBTP.	59
Table 4.14 One-sample mean response test on school related challenging factor.....	64
Table 4.15 One-sample mean response test on student related challenging factor.	68
Table 4.16 One-sample mean response test on parent related challenging factor.	69
Table 4.17 One-sample mean response test on Ethical related challenging factor.....	70

LIST OF FIGURES

Figure 3.1 South Achefer Woreda location map	28
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LIST OF APPENDICES

Appendix 1. Student Questionnaire	88
Appendix 2. Teacher Questionnaire	94
Appendix 3. Interview guide for school principals, vice-principals and Woreda Experts.	100

LIST OF ACRONYMS

ADA	Amhara Development Association
CSA	Central Statistical Authority
CPD	Continuous professional development
ESDP	Education Sector Development programme
FGD	Focus Group Discussion
GEQIP	General Education Quality Improvement Program
GTP	Growth transformation plan
MoE	Ministry of education
PTA	Parent-Teacher Association
SIP	School improvement program
SPSS	Statistical Package for Social Science
STEM	Science, Technology, engineering & Mathematics
SBTP	School Based Tutorial Program
NCA	Normative Continuous Association
NCLB	Number of Child Left Behind
NGO	Non-governmental Organization
UNESCO	United Nations Education, Scientific and Cultural Organization
UNICEF	United Nations International Children Fund

ABSTRACTS

School-based tutorial program has nationally become one of the strategies to enhance quality education. Nevertheless, studies into the practice, challenge and contribution of the program are very limited. Thus, this study aimed at assessing the practice, challenge and contribution of school based tutorial program in three sampled secondary schools in South Achefer Woreda, West Gojjam Zone of Amhara Region. The study employed descriptive survey design and made use of quantitative and qualitative approaches. To get valid and reliable information, this study obtained data from both primary and secondary sources. The primary sources were students, teachers, school principals, vice principals and supervisors of Woreda education office using questionnaires and semi structured interview. The secondary sources were school documents Related to the attendance and list of participant students in school-based tutoring program. Purposive, stratified & systematic random sampling technique was employed in the study and variables (statements) was measured using a 5-point Likert scale. One-sample t-test was used to analyze the quantitative data. Results with regard to the practice of the program revealed that, the selected secondary schools in South Achefer Woreda are not implementing the school-based tutoring program as per the Ministry of education's standards of the tutorial program. While coordination of school principals, vice principals and woreda education experts are low coordination with school-based tutoring program. The finding shows that the sample secondary schools have not adequate classrooms to facilitate the tutorial session. And also, the allotted time & instructional materials for the student's tutorial program is insufficient to facilitate a better tutorial session. Increased the level of classroom participation, improved relationship with friends, self-stem and confidence, self-directed learning experience, increase academic achievement, overcome learning obstacles, improved social & behavioral skills and prepared for preparatory education are among identified contributions (benefits) of School based tutorial program implementation. Whereas, lack of teacher punctuality & frequent absence, inconsistent of tutorial program, shortage of instructional material, lack of follow up & monitoring, lack of students interest & home school distance, lack of awareness of parents, work load & low level of family economy are among recognized challenges of school based tutorial program implementation in the study area. The study concluded that, school based tutorial organization, integration (coordination) of stakeholders, sufficiency of resource, & professional support are not effectively practiced for the implementation of school-based tutorial program. Taking into account potential contributions of practicing school based tutorial program, school management should strive to meet the stated objective of the program and enforcement bodies are also required to provide support and regulate timely implementation school based tutorial program based on lining strategy. The school management it-self evaluate themselves within circumstance, to know the weakness of management, identify and prioritize the weakness and then try to work with the concern body collaboratively in order to take each concerned body their own responsibility with flexible and polite manner which could push forward their progress to implement school based tutorial program. Rigorous school based tutorial program capacity building programs should be organized to equip teachers & stakeholders with the required knowledge and skill for success full practice and implementation of school based tutorial program.

Keywords: Practice, School based tutorial program, School, Tutorial, challenge and Contribution.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Education as a social institution performs several functions. The main functions of education are to transfer the cultural accumulation of society to new generations and new members of society, to teach the norms and values of society to new generations in the process of socialization, and to train the labour force needed by the economy. Socialization, which continues during the process of education, is briefly the effort to assimilate the individual into society or to make the individual member of society, where social roles are taught are stated. In addition, the individual is required and expected to use these in his/her future life (Dika, Neme, Jima and Belay 2017)

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

The Ethiopian Ministry of Education in 2008 developed a new package of interventions to remedy identified weaknesses of education at all levels. This reform package, the General Education Quality Improvement Program (GEQIP), encompasses key areas of intervention such as teacher development programs, curriculum improvement, leadership and management, the school improvement programs, civics and ethical education and information communication technology.

In addition, through the Education Sector Development Programs (ESDP) and General Education Quality (GEQIP), the government is implementing the School Improvement Program so as to improve the capacity of school prioritized needs such as: School leadership and management, teaching and learning process, how to create attractive learning environments, and how to enhance parent and community involvement in resource utilization decisions and resource generation. It also aims to improve the governments' capacity to deliver specified

amounts of schools grants at the district level by providing basic operational resources to schools (MOE, 2008) one of the strategies suggested by the ministry to enhance the teaching learning process and thereby improve students' achievement is school-based tutorial program. In addition to their regular teaching role, school teachers are required to provide school-based tutoring service to all students who need additional academic support during their spare times (opposite shifts and weekends) (MOE, 2008). The School Improvement Program (SIP) is a national program, developed by the Ministry of Education (MoE) in 1999, to improve student results in primary and secondary schools.

Tutoring is one of school improvement program; it is a method of teaching that serves the public for a long time can be defined in so many different ways by a number of scholars in the field of education. Topping (2000) tutoring can be defined as people who are not professional teachers helping and supporting the learning of others in an interactive, purposeful and systematic way. Elliot, 2000, defines a tutorial program as a special instruction designed to help students catch up a desired level of academic achievement. This author suggests that these programs are common at all levels of schooling from pre-school through colleges and universities, and are typically involve re-teaching subjects or redesigning lessons to make the instruction clearer or more personalized for individual students.

Tutoring is a formal process that involves as a relationship between a more experienced and knowledgeable person that plays a supporting role with a less experienced and knowledgeable person, to facilitate that person's career and personal development (Dorsey & Baker, 2004).

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

Tutoring began as an informal and unstructured method of educational assistance, dating back to the periods in Ancient Greece. Tutors operated on an ad-hoc or impromptu basis in varied and unfixed settings wherein the main goal of the tutor was to impart knowledge to the learner in order to help the latter gain proficiency in the subject area (Topping ,2000) . Methods of tutoring only began to become more structured after the 20th century through focus and specialize in the training of tutors, application of tutoring, and evaluation of tutors (Dorsey & Baker, 2004). From

the 20th century onwards, with the rapid spread of mainstream education, the demand for tutoring has also increased as a way to supplement formal education.

A tutor can be defined as people who are not professional teachers helping and supporting the learning of others in an interactive, purposeful and systematic way. It is most usually done on a one-to-one basis, in a pair. Tutors can be parents or other adult careers, brothers and sisters, other members of the family, other learners from the peer group, and various kinds of volunteers. Everyone can be a tutor everybody can help somebody with something. In helping others to learn, tutors often learn themselves. Tutoring is a very old practice. It was common in Ancient Greece and Rome, and is recorded in ancient texts even before then. Over the centuries it has gone up and down in popularity, but it has never gone away (Topping, 2000).

Tutoring is a highly effective way for the students to learn from each other. It does not only benefit the students in academia, but also helps the students in developing their communication and interpersonal skills. Through tutoring the students can enhance their confidence level and they become self-motivated (Topping, 2000). Tutoring is a two way process and it is equally beneficial for the tutors and the learners. Organized tutoring can be proved more effective and beneficial for Organized tutoring as compared to unorganized tutoring activities. Hence it is concluded that tutoring is a very effective strategy for learning. Therefore, it should be utilized within the premises of the educational institutions as well as outside, (MoE, 2010).

Tutoring has become a familiar tool that schools use to reinforce classroom teaching and improve student achievement. That has especially been the case because of Number of Child Left behind (NCLB) and its provisions for supplemental education (EDWARD 2008).

Tutors do not need to be ‘experts’ in the content, or skill they are tutoring. But it is usually best if they know a bit more than their tutees. However, if tutors are much more advanced than the tutees, they are likely to become bored with the content the tutee has to learn, and will not gain much themselves tutoring does not necessarily need any special materials (Topping, 2000).Tutors should not try to imitate what they think a professional teacher might do, because they do not have enough background knowledge for that. Tutors should not just support, prompt or ‘scaffold’ the tutee towards the ‘right’ answer. They should also challenge, extend the tutee’s fixed ideas. Maybe there is more than one ‘right’ answer (Topping, 2000).

According (National Tutoring Association 2002).report that tutors perceptions of their role motivated them to learn the material, and their learning was supported by discussion and explanation, revisiting fundamentals, making links between conceptual areas, testing and clarifying their understanding, and reorganizing and building ideas, rehearsing them, and working through them repeatedly, to secure their understanding and that mental rehearsal of tutoring episodes helped them appreciate weaknesses in their own subject knowledge.(Fashola, 1998) agreed that Content taught during the tutorial period must be taught by qualified instructors who are familiar with and can be held accountable for student outcome. Furthermore, he suggested staffing school programs with regular-school-day teachers as an efficient method to ensure alignment of the tutorial curriculum with the school curriculum.

Gordon (2009) agreed that most effective tutoring programs use master teachers who continuously collaborate with the students' classroom teachers. Derebssa (2006) revealed that the Ethiopian tradition of teaching and learning process which leads the students to have less preference to actively participate in learning. This is due to lack of prior experience of teaching method, poor relationship between teachers and students, teachers' lack of expertise, lack of teaching material or inappropriate curricular materials.

Ministry of education develop & applied education improvement standards to improve the students academic achievement in in comprehensive way to implement all education sector. Among those; (MoE, 2010) Teachers have professional competency, and participate in continuous professional development (CPD) in order to learn new knowledge to apply in the classroom. They use active learning methods in the classroom to realize improved learning results, teachers achieve measurable improvement, arrange methods used to assess student learning, teachers provide extra teaching support to students, teachers understand the curriculum (in terms of relevance, and integration) and develop and use supplementary materials in the classroom to improve student learning, quality school facilities that enable all staff to work well and all students to learn, Structures and processes exist to support shared leadership in which everyone has collective responsibility for student learning, school polices, regulations and procedures are effectively communicated and followed, the schools decision-making and administrative processes (including data collection and analysis, and communicating with parents) are carried out effectively, teachers meet with parents when necessary, to provide quality reports and to discuss their student learning achievement, schools are active in

communicating and promoting the importance of tutorial program in the community (MoE, 2010). Based on this standards this study tried to investigate the practice, challenges as well as contribution of of school-based tutorial program in some secondary schools of south Achefer Woreda, Amhara region.

1.2.Statement of the problem

Nowadays, learning has to be conceived as a cognitive, constructive, meaningful, mediated and self-regulated process rather than as an impersonal process of memorization and acquisition of factual knowledge. Teaching must reach beyond traditional lecturing and assessment of written assignments to become a question-raising activity and an awareness-raising enterprise involving the organization and the monitoring of learning (Ferreira, 2013).

UNICEF (2009) asserted that secondary school education in Ethiopia, where large numbers of students are in secondary schools and there is huge investment on educational expenditure, but surprisingly little is known about whether students are learning in school with reliable outcomes. Currently, Ethiopia is in greater task ahead of school management and leadership teams in meeting the challenges of unattractive and poor conditions of buildings, crowded classrooms, non-availability of recreational facilities and aesthetic surroundings, which have perhaps contributed to poor quality instructional processes, and non-attainment of quality education by students in secondary schools (UNESCO, 2013). Recent literature indicates that the path to success lies in the adoption of new approaches to teaching, the implementation of diverse strategies and different models of access to knowledge in formal and informal learning environments.

Accordingly, tutoring programs play a relevant role in the adoption and reinforcement of the new approaches to teaching and learning. Tutorial activities aim at enabling students to learn in an individual or small group environment, developing their subject knowledge, and developing their effective learning and thinking skills. This involves a number of different activities: modeling appropriate learning behaviors, supporting and developing student subject learning by introducing ideas and insights, questioning and probing students' responses, and focusing the discussions on critical concepts, principles and skills (Ferreira, 2013). Fashola (1998) stated that tutor training is an essential component of effective school program and is directly related to

fidelity of implementation. As noted in a recent review of the literature (O'Donnell, 2008), fidelity of implementation refers to adherence to protocol and maintaining the overall integrity of the program.

Although different scholars indicate that tutorial program has a positive effect on academic achievement of struggling students, there has been less attention devoted to implement the program in a planned, organized and supervised manner. There are also exists misconception and lack of interest for the program among student's parents and even teachers due to various reasons, no one seems to try to make assessments that might help to see and measure the influence of these tutorial programs in the academic achievement of students. However, the program continues from year-to-year without making the necessary evaluation and improvement based on research results. A progress report of South Achefer Woreda (2019) revealed that, weak emphasis on relevance of tutorial program, absence of students, lack of teachers' willingness to facilitate the program, weak follow-up and support form education office and gap to understand the essence of tutorial program are among bottle necks that hinder the program to meet its objective.

Different researchers argued differently about the implementation of the tutorial program. When students perceive that teachers care about their well-being, school engagement increases, which ultimately affects attendance and test scores (Klem & Connell, 2006). Tutors who have firsthand knowledge of the curriculum and an ongoing established relationship with a student may more easily create and sustain a positive bond with the student than a contracted provider who has only limited contact with the student. In this case, classroom teachers are familiar with the students and the curriculum, where much of studies suggested that longer partnerships with students provide greater and longer-lasting results (Baker, Reig, & Clendaniel, 2006).

The study conducted by McComb & Scott-Little (2003) found that a relationship between attendance rates and positive students' outcomes, yet program evaluation reports seldom present attendance rates. Moreover, inconsistent attendance threatens the ability to determine a program's impact on student outcomes (Hock, Pulvers, Deshler, & Schumaker, 2001). School-based teachers are in a unique position to influence attendance positively.

The major focus of most studies on tutorial program relay on investigation of the practice and challenge of school-based tutorial program. wondiye kebede(2007) work on practice and major challenges of school-based tutorial program for female students: primary level second cycle (grade 5-8) governmental schools of Addis Ababa by using mixed research approach, hagos nigusse g/slassie studied on practices and challenges of school based tutorial program for female students' in general secondary schools of north western zone of tigray national regional state addis Ababa university on 2014 by using mixed research approach, semhar zerabruk on work tutorial program for students with special needs education at worldwide orphans academy Addis ababa 2013, conducted by using qualitative research approach, ismet s. work on effectiveness of afterschool tutoring programs on student achievement in an urban school district kansas city, missouri 2015 by using quantitative research approach, Therefore, this study is motivated because of little evidence on school-based tutorial program contribution that can determine the implementation of school based tutorial program. Moreover, it should be recognized that the level of students school-based tutorial program is different from the males and females, disable and the able one, the urban and rural based students. Hence, forth, it would be important to investigate school-based tutorial program in the context of all stated issues to the literature regarding to comprehensive finding. Accordingly, the study attempted to fill this gap and tries to assess practice, challenge and contribution of school based tutorial program in south Achefer worda three-selected secondary schools.

1.3. Research Objectives

1.3.1. General Objective

The main objective of the study was to assess the practices, challenges and contribution of school based-tutorial program for grade 10 studentes on south Achefer worda in three selected secondary school.

1.3.2. Specific objectives

The specific objective of the research:

- ❖ To assess the practice of school-based tutorial program in the study area
- ❖ To explore the major challenges that negatively influenced school-based tutorial program in the study area.

- ❖ To assess the contributions of school-based tutorial program implementation for grade 10 students in the study area.

1.4. Research Questions

Linked with problem statements, the study examined and provides analysis to answer the following research questions:

1. What does the practice of school-based tutorial program look like in the study area?
 - Who are the beneficiaries of the program and how are they selected?
 - Where and when is the tutorial provided?
 - Who provides the tutorial?
 - How are the providers selected?
 - Which subjects are given higher emphasis and why?
 - Who selects the courses?
 - What is the level of students' attendance in the program? Who attends most (male or female), the disabled or the able ones, the rural or urban based student?
 - What Assessment method the school used?
2. How do students and teachers perceive the contribution of tutorial program?
3. What are the major challenges that negatively affect school-based tutorial program implementation in the study area?

1.5. Significance of the study

The study has multiple advantages for all students, teachers, school principals, Woreda education office experts and parents of the student. It also provides useful information for both public and private schools on theoretical and actual benefits as well as challenges of school-based tutorial program. The study can be used as supportive reference for those who are interested to conduct a detailed and comprehensive study regarding the practices, challenges and contribution of school-based tutorial program on South Achefer woreda Secondary Schools. In addition, it helps, specifically for woreda education experts, principals, viceprincipals and teachers responsible bodies to be well aware of the perceived and actual benefits of school-based tutorial program and provide insight on how to improve school-based tutorial program more effectively.

1.6. Limitations of the Study

There are some factors impeded the study not be successful as aimed and presented in the Proposal. COVID19 is one drawback factor to collect a valuable data which expected to collect through observation and FGD; getting relevant and recent literature was another drawback of the study, specifically; the scarcity of literature, lack of adequate recent and up to date references, mainly locally related written references in an Ethiopian context as well as in the region, zone and Woreda level. The other limitation is time shortage which was a great constraint in moving forward according to schedule of the study which affects the data collection tools.

1.7. Delimitation of the study

The delimitation of this study is mainly circumscribed over sample secondary school in south achefer woreda in Amhara Region, Ethiopia. By taking time and financial resources available in to consideration study delimited geographically at South Achefer Woreda three secondary school on grade 10 students. On the other hand, conceptually, the study was delimited on the practices, challenges and contribution of the school-based tutorial program.

1.8. Organization of the study

The first chapter is an introduction part of the study. It includes the background of the study, a statement of the problem, research questions and objective, significance, delimitation, limitation and definition of key terms of the study. The components of this chapter explain the purpose of the study and what the study is all about. Second and third chapter Literature review and research methodology address the review of related literature and the research design of the study, sampling techniques and data collection instruments respectively. The fourth chapter describes the interpretation and discussion of the findings. Finally, in the last chapter, summary, major findings, conclusion and recommendation are included.

1.9. Definition of key terms

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

Challenge: refers things that negatively affect the implementation of school-based tutorial program.

Contribution: something that you give or do in order to help something be successful in the program.

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

Tutor: people who are not professional teachers helping and supporting the learning of others in an interactive, purposeful and systematic way. (Topping, 2000).

Tutee: a person who has taken tutorial lessons.

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

CHAPTER TWO

LITRATUREREVIEW

2.1. Introduction

This chapter provides an insight to readers about the theoretical view of the tutorial program. In line with the objectives of the study, the chapter covers topics related to the theories and concepts of tutorial program.

2.2 Definitions and Concepts of Tutoring

According to Topping, (2000) tutoring can be defined as people who are not professional teachers helping and supporting the learning of others in an interactive, purposeful and systematic way. And tutors can be parents or other adult careers, brothers and sisters, other members of the family, other learners from the peer group, and various kinds of volunteers. To this definition, the whole life cycle of tutoring revolves around three important pillars of the tutorial activities, namely It's inter activeness; It is based on specific objectives and provided in an organized manner. Tutorial program as a special instruction designed to help students catch up a desired level of academic achievement. These programs are common at all levels of schooling from pre-school through colleges and universities, and are typically involve re-teaching subjects or redesigning lessons to make the instruction clearer or more personalized for individual students. There are two main actors who actively participate in the process of tutoring. The person who gives individual or small group instruction is called a Tutor and the learner or student who receives the academic support is called a tutee.

Tutoring has become a familiar tool that schools use to reinforce classroom teaching and improve student achievement. That has especially been the case because of No Child Left behind (NCLB) and its provisions for supplemental education. No matter what the future holds for NCLB, principals and other educators will still need to know what kinds of tutoring is effective and for what purposes. Principals and other educators will benefit from learning more about promising tutoring practices drawn from the best available studies and field research (Gordon 2009). Every One can be a tutor everybody can help somebody with something.

Tutoring is widely used with learners of all ages, regardless of sex, race, economic background and etc. it is most often used with learners in primary and secondary schools. However, it is also

practiced in higher education, adult education and vocational education settings (Topping 1996).

2.3 Historical Development of tutoring

Despite centuries of anecdotal evidence, empirical research on the practice and effects of tutoring is a relatively new field. The first major studies were published in the 1960s and 1970s (Mozolic, Shuster 2015). Tutoring as an age- old practice, has a long and profound history that is expressed in different scholarly literatures. According to Kalkowski, (2000) date back the historical origin of tutoring to the time of human being's existence and write that; Peer and cross age tutoring has been part of human Existence since Hunter-gatherer times. Tutorial Instruction (parents teaching their offspring how to make a fire and to hunt and adolescents instructing younger siblings about edible berries and roots) was probably the first pedagogy among primitive societies (Kalkowski, 2000).

On the other hand, Kalkowski, 2000) traces the historical origins of peer tutoring in western civilization back to Greece in the first century AD and through Rome, Germany, other European Locales, and finally America. But, Toppings, 1996, cited in Ibid, dates the formalized use of tutoring back to the 1700's.

Topping, 2000: note that tutoring is a very old practice. It was common in ancient Greece and Rome, and is recorded in ancient texts even before then. Over the centuries, it has gone up and down in popularity, but it has never gone away. Even though we could not get organized information about the situation of tutoring in Ethiopia, the presence of similar practice seems inevitable. To cite some, in the ancient Ethiopian traditional schools, i.e. Church and Muslim Schools, the religious teachers as a tutor instruct senior students, where as senior students give assistance for their junior ones down to the ladder in their day- to- day academic activities.

According to Topping, (2000) organized and widespread use of cross-age tutoring is credited by a Scots man called Andrew Bell, who in the late 18th century established a school for orphans of British soldiers and Indian mothers in Madras, India. Bell adopted the ancient Hindu tutoring system and in 1797 reported on the successful application of individual and group tutoring for instruction and discipline. This method was further adapted and developed by the English educator called Joseph Lancaster and the method later on called Ben-Lancaster system. This system relies on the following bases; Professional teachers instructed older students who in turn

instructed Younger students, with younger students teaching still younger ones. After a short while to its spread throughout Europe, the popularity of tutoring decreases due to the growing recognition of teaching as requiring special talents and professional training. However, in the USA, tutoring was practiced throughout much of the 19th c. Different writings on the issue pinpoint a number of research factors of renewed interest and mushroomed of tutoring, especially the peer tutoring practices in the USA. Based on this and other similar facts, tutoring is believed to be widely spread throughout the world and especially in the USA, and much of the research evidence conducted on the practice is supporting the effectiveness of it as a method and credited to play a great role in the expansion of the tutorial services in the world.

2.4 Classifications of Tutoring

Different writers classified tutorial program in different types through different criteria. Kapil and Sujatha (2016) classified tutoring into two major categories based on the tutor and tutee similarities and differences in age ability, grade and personal characteristics. Peer tutoring, occurs when a tutor is of the same age, grade, or academic status as his or her tutee. These tutors are competent learners, who with minimal training and guidance, help one or more students learn a skill or concept. It is not necessary for these tutors to be experts in a particular subject for this method to be effective. This method of instruction allows student tutors to help follow students, and in turn, learn by teaching. Cross-age tutoring: occurs when the tutor is older or in a higher-grade level than the student, that he or she is tutoring and Cross-age tutoring provides an opportunity for older students to serve as tutors/mentors to younger students. These tutors are engaged, challenged to learn and reinforce material taught in class, and allowed to take responsibility and an active role in the learning process. Because of the amount of preparation and responsibility that is associated with cross-age tutoring, the student tutors often gain as much as or more than younger tutees.

Barely (2002) also classified tutoring into three sub-categories: Professional tutoring are a set of professionals, including licensed teachers, trained specialist, and Para-professionals. The use of experienced and professional tutors gives strength to the notion that professional teachers are best suited for the role of tutoring, nevertheless it is relatively expensive than the other types. Volunteer tutoring: these tutors are mostly non-professionals and sometimes professionals who are giving their time for merely intrinsic rewards. This category includes those volunteers who

offered tutor stipends and they are, most of the time, retirees, college students and other civic-minded adults and Student tutoring: are tutors different from tutors in that they are significantly older or otherwise advanced beyond the academic levels of the tutees. Moreover, unlike the tutors these tutors are not expected to gain academically from the tutoring interaction.

2.5 Principles of Tutoring

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

Consistent and regular time: The tutor and Tutee must agree on; How much time they can give to working together, how often they will meet you each week, How long is each session is over and how many weeks it takes? And where it takes? Were addressed.

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

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

Small steps: Tutees often need to learn in very small steps .Do Balance support and challenge- not expect them to make big leaps. Tutors often forget how long it took them to really understand something themselves.

Balance support and challenge: Tutoring is intended to be supportive, to Help the tutee in their struggle to understand. But tutors should not just give tutees the right answer, or just tell or show them how to do something. This might feel helpful, but it will only result in mechanical learning without a clear understanding remembering /what. Understanding process of how to find the right answers is the most important thing.

2.6 Effective Tutoring Practices

School principals and educators must be proactive and understand different delivery models of tutoring and their effect on student achievement in order to address student needs purposively

(Chappell, Arnold, Nunnery, & Grant, 2015). According to Saint Paul Public Schools Foundation (2011), the initial stage of a successful tutoring program was establishing a viable organizational structure to include the program's purpose and mission statement. Utilizing a well-organized purpose and mission statement designs a foundation for an intentional program to focus on goals to increase student achievement. Cohen et al. (1982), Wrote that educators should implement a structured tutoring program to avoid the generic homework help or drill-and-practice, tutoring because the generic forms of tutoring had been shown to provide little to no assistance on improving student achievement.

Researchers have found that strong relationships between tutors and students establish the foundation for a successful tutoring program (Gordon, 2009), Found that students who were considered borderline proficient and participated in school-based tutoring out performed students who were borderline proficient and did not participate in tutoring on state assessment in mathematics and language arts. The researchers attributed student success to positive teacher-student relationships and establishing an environment of confidence for the students.

The most significant results of student achievement, as noted by Gordon (2009), have occurred when providing a highly-qualified tutor. The Saint Paul Public Schools Foundation (2011), reported that the key to their successful tutoring program was concentrating on building an effective team of tutors. A quality team should be created through intentional recruiting, training, and continued professional development to ensure skills are being developed to build their understanding of working with youth. The Foundation found that programs that focused on tutor preparation demonstrated more success than programs that did not provide preparation for tutors. Gordon (2009) discussed the importance of additional time, observing that Finnish tutors were trained for an additional year, specializing in methods and content to make them a highly-trained tutor. Cohen et al. (1982), concluded that tutoring programs not only have a positive effect on student achievement, but can also improve student attitudes toward school, because with tutoring support, students are more successful in their classes.

Cohen et al. (1982) claimed school district teachers were more effective than an outside agency in conducting tutoring sessions. This was due to an understanding of the curriculum and the ability to form a stronger bond with students, seeing them throughout the day and reminding them the importance of attending; and it demonstrated a sense of investment and Care for the whole child. In the Rothman and Henderson study, teachers were instructed to send The message

that the students were selected to participate in tutoring because they were the group of students who were most likely to pass the state assessment with some additional tutoring. Tutors in this study displayed a sense of confidence in students' ability to perform on the state assessment, providing motivation and serving as a confidence booster for students. School leaders should establish the mission, vision and goals of their tutoring programs, provide support and professional development in order to provide highly-qualified tutors, and create a positive and supported environment for their students in their afterschool programs.

2.7 Tutoring Approach

According to Hock, Pulvers, Deshler, and Schumaker (2001), students must develop independent proficiency through strategic tutoring in order for tutoring to be effective. Tutoring cannot consist only of assignment assistance or homework help. Rather, it should require students to interact with strategies to display a long-term effect. The tutoring fidelity checklist used in the research of the Hock et al (2001) show that, in most cases, tutors were modeling the key effective strategies throughout their tutoring sessions. However, there were cases in which the tutors did not incorporate any of the key strategies, so it was difficult to determine if an increase in the quality of tutoring would have positively affected students' performance (Hock et al., 2001) recommended that, school leaders should understand the needs of their students and implement a tutoring model to meet students' needs.

2.8 Tutors and tutees selection

One common method for determining dyads, or groups, involve ranking students from the highest performing to the lowest performing student for the particular activity or subject. Pairs can be formed by cutting the list in half and then matching the top performing student with the first lowest performing student, the second highest performing student with the second lowest performing student, and so forth. If heterogeneous groups are desired, the number of students in each team should be determined. The list of students can then be numbered from one to the desired number of persons in a group and then repeated until the entire class is included (Kapil and Sujatha2016).

2.8.1 Prevalence of school based tutoring in high schools

In 2014 - 15, 32 percent of secondary schools nationwide required academic tutoring for at least some students; 8 percent of secondary school students participated in required academic tutoring, according to school principals. The prevalence of required academic tutoring varied by school poverty level and school locale, but there were no significant differences by school size and graduation rate (U.S. 2017).

2.8.2 How did secondary schools target students for participation in academic tutoring

Secondary schools most frequently assigned academic tutoring to specific students on the basis of their academic performance (95 percent), followed by staff referrals (66 percent), and attendance problems (53 percent). Fewer schools assigned tutoring to English Learners (ELs) (19 percent) and reentry³ students (13 percent). The criteria schools used to require students to participate in academic tutoring differed by school size, school poverty level, school locale, and graduation rate (U.S. 2017)

2.8.3 Who provided academic tutoring to students

The most common tutors provided by secondary schools were teachers licensed in a core academic subject (90 percent), followed by teachers licensed in special education (41 percent), teachers, licensed in a non-core subject (29 percent), professional tutors (13 percent), and unlicensed/provisional educators (11 percent). There were differences in the tutors' professional background by school size, school locale, and graduation rate. There were no differences in poverty level (U.S. 2017).

2.9 Basic types of tutoring activity

According to Van Lehn and et al. (1996) basic categories are: Coached problem solving, this is the main type The student and tutor work together in order to solve a problem. Their conversation is usually about the problem, with only occasional references to generic, problem independent principles. Lecturing occasionally the tutor lectured the student. This was usually directed at a knowledge flaw that the tutor believed that the student possessed which had shown up as an error of some kind Recap of problem solving. Thus, lectures could be considered part of coached problem solving. However, when the coaching becomes long, then it is more likely (in

these protocols) have little impact on the student. Therefore, we classify "long" monologues about generic, problem-independent domain knowledge as lectures. Clearly, a fine line here eventually needs to be clarified. The tutor and student sometimes review the solution of a problem. In principle, this could be just as rich an experience as coached problem solving, but it did not seem to be in these protocols. Extraneous topics occasionally the students raised topics that were not directly relevant to the problem solving at that moment.

For instance, student A asked the tutor about a contradiction between something her teacher had said and something her textbook had said. Extended miscommunication Sometimes the tutor misunderstands the student's goals or beliefs to such an extent that they can hardly communicate. This occurred at the end of the Student protocol of the first problem, where the tutor misdiagnosed the problem, tried a Socratic repair, and thus totally confused. The episode lasted for several minutes, and was excruciatingly frustrating for both participants. Floundering sometimes a student is hopelessly lost and/or confused. However, instead of asking the tutor for help, the student just keeps trying alone. If the tutor finally interrupts then the tutor can sometimes resurrect the student from a floundering state by engaging in coached problem solving. However, extended miscommunication sometimes ensues as well.

2.10 Ways to Improve Tutoring Programs

Gordon (2009) identified five Ways to Improve Tutoring Programs, those are:

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

Structure the tutoring programs. Design and implement a highly structured tutoring program for your school. This will help tutors implement more precise, individualized tutoring, rather than generic homework helper or drill-and-practice, tutoring that provides little, if any, assistance in improving student classroom achievement. One example of such a structured program used researched, field-based curriculum scripts to build skill competencies at an introductory, maintenance, or mastery learning level.

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

The site of the tutoring can maximize long-term results: The location of tutoring sessions seems to play an important role in the results. Many school tutoring programs are marginalized by poor student attendance or family mobility problems. Longitudinal research compared tutoring provided in different locations: schools, public libraries, community learning centers, and student's homes. The most promising results in improving long-term student achievement were seen at home-based tutoring programs. A number of factors seem to have contributed to these results. When tutoring students in their homes, tutors were more effective in establishing a better learning environment. This occurred because the tutors were trained not only on most effective instructional methods, but also on how to coach parents on ways to support daily learning in the home. These tutors were often the first teachers who had ever visited these homes. The tutors helped parents come to a better understanding of their child's learning abilities and ways to consistently support achievement growth (Gordon, 2009).

Encourage the use of peer tutoring in the classroom: Encourage the use of peer tutoring in the classroom. Peer tutoring can help teachers reduce some of the negative effects of high-stakes testing on classroom instructions. Teachers now report spending more time on test preparation and less time on learning activities. Evidence shows that peer tutoring may not only help increase student mastery of subject knowledge and general learning skills, but also improve student motivation and sense of empowerment as learners. Peer tutoring can have extremely positive effects on student classroom achievement and has been shown to significantly improve reading comprehension. Peer tutors can reinforce concepts, help tutees practice skills, assist with individual projects, support problem solving, or challenge tutees' thinking or approaches to learning. Peer tutoring also strengthens tutors' skills. To be effective tutors, students need to learn how to interact with peers as learning partners. Peer tutors are more successful if their roles are highly structured, if they are made aware of basic learning principles, if they understand

curricular goals, and if they are trained in the appropriate use of tutoring activities and materials. We must not ignore or dismiss the potential hurdles that teachers will face as they consider using peer tutoring in their classrooms. Peer tutoring will require parent and organizational support. Parents generally know very little about peer tutoring; they need to be educated about the role of peer tutoring as a support and supplement to teacher instruction and the benefits of tutoring for both tutee and tutor.

2.11 Challenges for school based tutorial program

Many African and developing countries, the large number of people in Ethiopia holds low status in the various fields of development. They are disadvantageous and denied so many things, including equal access to education.

2.11.1 Journey from Home to Secondary School

Distance between home and secondary school as one of the major barriers to education. When secondary schools are located far away from homes, it is often necessary for students to move away from home in order to attend secondary school. This is a bigger problem for families living in rural areas, as most secondary schools are located in and around towns. There is reason to deduce from this research that when the secondary school is still within walking distance, but the journey is very long, boys will still be able to walk but girls must still move, due to various risks. There are also indications that the girls and the transition in moving away from home to attend secondary school more difficult than boys are. Thus, it is likely that this is a problem, which affects girls more than boy (Gretl, Robinson and Baig 2014).

There are several difficulties faced by girls and their families in relation to this. Firstly, as housing rent is very expensive, this puts heavy economic strain on families. Some families will not be able to afford this at all. Their children will either not be able to attend secondary school or they will have to walk very long distances, which will affect their schooling in a number of ways. Other families might be able to afford this for some time, but not the entire duration of their children's education. Some families with several children will only be able to send some of their children to school. The long distance between home and secondary schools is thus a bigger problem for families who struggle to provide for their children financially (Gretl, Robinson and Baig2014).

2.11.2 Characteristics of teachers and Academic Performance.

Effective teaching is determined by teachers' knowledge of the subject matter and mastery of Pedagogical skill, which create positive effect on the student's academic achievement. To show the importance of qualified teachers, the teachers play a decisive role in the fulfillment of educational goals. Whatever, curriculum changed is introduced and whatever reform is made all will be of little or no avail without qualified and commitment of teachers (kolo 2010) Indicate one important of teacher's instructions in helping students learn how to learn. Teachers themselves know more about the foundation of subject area and they must understand how students think as well as what they know in order to create experiences that produces learning. Each teacher is experienced to mix and match objectives and activities to produce a meaningful learning experience for students. Effective teachers are highly committed and care about their students and they need supportive working conditions to maintain these attitudes. Teachers' quality is the most important school factors affecting students' achievement. There are overwhelming evidences that high quality schools with strong teachers' understand the dynamics of poverty can overcome obstacles and helps students academic achievement. To properly prepare for college, student's need teachers who foster positive relationships, provide high- level instruction in challenging courses, and have high expectations for their achievement.

To accomplish this, teachers must be equipped with knowledge of their subject matter, strong classroom management skills, understanding of students' development, and understanding of the Social and cultural realities of their students and the communities in which they live, and a clear belief that all students can and will learn. It is very challenging for high – poverty schools to Recruit and retain well- qualified, experienced teachers high percentage of notice teachers limit Opportunities for mentorship and growth. New teachers are still developing their classroom management skills and their ability to foster higher- order thinking among students. Teachers must master a variety of perspectives and strategies and be flexible in their application success requires the following ingredients Professional knowledge and skills Commitment, motivation, and caring. Effective teachers have good command of their subject matter and assailed core of teaching skills (kolo, 2010)

2.12 School Facilities

Physical environment in which the formal teaching learning occurs ranges relatively from

Modern and well equipped to open air-gathering place (UNICEF, 2005). Thus, the school infrastructure includes the classrooms, offices, toilet rooms, water supply, electricity services, technology services, computer laboratory, science laboratory, library, staff, lounges, attractive green area, swimming pool etc. According to MOE (2003) school facilities includes water supply, latrines (male and female toilet), library, pedagogical center. The facilities are required to be proportioned to the number of teachers and students in the school for the provision of quality education in schools. The quality of school buildings may be related to other school quality issues, such as the presence of adequate instructional materials and textbooks, working conditions for students and teachers, and the ability of teachers to undertake certain instructional approaches. Such factors as on-site availability of lavatories, classroom maintenance, space and furniture availability all have an impact on the critical learning factor of time on task. When pupils have to leave school and walk significant distances to clean drinking water, for example, they may not always return to class (Miske & Dowd, 1998). Even when schools do have adequate infrastructure, parents may be reluctant to allow students, especially girls to attend if they are located too far away from children's homes. In general, parents often consider the location and condition of learning environments when assessing school quality and this can influence school participation.

2.13 Parents Socio-economic status

The educational, financial, economic and societal status of a parent has an important role to play in educating. Brought up from an educationally or financially unsound home may not likely do well because no-reading materials, no one gives and provide advice when needed, etc. and an illiterate parent cannot be involved in the education of their children; He cannot read, write They can contribute in doing their home works, assignment and can get involved in their children's education which will bring a change in their performance.

According to Machtinger (2007), environmental influence such as hunger, homelessness, sickness, physical and mental disabilities, violence, teen parenthood, family stress and educational failure combined with family influence that contributes to student academic success. If a student has not eaten in days, and has clothes that do not fit, how can he/she be expected to maintain focus in a classroom? Children coming from poverty don't provide the same tools as the wealthy; they are entering schools behind those not living in similar conditions. Students'

academic achievement has been influenced by the family background, such as socioeconomic status of the parents' level of education, occupation and income. The income of the family frequently determines the family's social status.

The student living in poor environment cannot develop their potentials and skills in schools and achievements in social life. On the other hand, children from well to do families show superior cognitive abilities, competence and other similar skills. Parents who have more education appear better to provide their children with the academic and social support important for educational success when compared to parents with less education. In another words poverty, low level of parental education, parental and neighbor-hood negative attitude towards schooling, children from disadvantaged background have significantly poor academic achievement Children with high level of parental education have greater access to a wide variety of economic and social resources (family structure, home environment, parent-child interaction) that can be drawn upon to help their children succeed in school. Higher family income is associated with higher students' achievement (Hanushek, 1998).

2.14 Environmental Influence

Environment as a factor has a vital role to play in the academic performance of students. A student who grows up in an emotionally unsound environment might not likely do well in school. Craig (2009), asserted that focus on the students' entire academic experience has led to a greater emphasis on their daily life activities and facilities. In response, many campuses are renovating, expanding or creating new buildings that support life. National and local officials are recognizing that school facilities, the physical buildings are important to their program success, Vaughan (2008), emphasize that more than other building types, school facilities, whose primary function is teaching and learning, have a profound impact on their occupants. They believe that the design and layout of school facilities should possess features that will aid learning and teaching environment should be taken into consideration in various stages of development. White (2001), concluded that the following aspects of the home environment had a greater impact than socio-economic status on students' school performance; parent's attitude, guidance and expectation for their children's education; participating in cultural learning-related activities; and overall stability in the home.

2.15 Parental Involvement

The ability of parents and guardian to audit their children/ward performance in school is very important role because it helps students to build themselves up. Since education begins from home, it will be pertinent for parents to show serious concern over their children performance in school. Parents can assist their children in home works or assignments, paying his school fee early, watch them over keeping bad friends and even monitor that they read and study at home.

In view of this, Gianzero (2001) opined that the term “parent involvement” includes several different forms of participation in education and with schools. He further stated that parents can support their children’s schooling by attending school functions and responding to school obligation like parent-teacher conferences. They can further or become more involved in helping their children improve their school work by providing encouragement, arranging for appropriate study time and space, modeling desired behaviors (such as reading for pleasure), monitoring homework and actively tutoring their children at home. He went further to say that outside home, parents can serve as advocates for the school they can volunteer to help out with school activities or work in the classroom or they can take an active role in governance and decision making necessary for planning, developing an education for community children.

Gianzero (2001) reported that the family practices of involvement are as or more important either and how students’ progress and succeed in school. No one is more than parents in sending signals that reading and education matter and that schools work is not a form of drudgery but a ticket to a better life. By encouraging their children as assisting with homework, parents can set an example for their children, which powerful and positive. Gianzero (2001) asserted that when families work together with schools to support learning, children tend to succeed, not just in school but also throughout life.

2.16 Effective school discipline policies

Well-managed schools and classrooms contribute to educational quality. Students, teachers and administrators should agree upon school and classroom rules and policies, and these should be clear and understandable. Order, constructive discipline and reinforcement of positive behaviors communicate a seriousness of purpose to students (Craig, Kraft & du Plessis, 1998). It is important not to mistake small group cooperative learning for disorder, however; although noise

levels may increase, task-orientation and focus on learning signal effective practices. Policies are also needed on bullying, harassment, drug and tobacco use, and anti-discrimination with regard to disabilities.

2.17 Administrative support and leadership

The quality of administrative support and leadership is another critical element in school processes both for students and teachers. At a more macro level, ensuring financial resources for education, especially for recurrent budgets is a necessity. Teachers need governments who are supportive of education systems. Organizational support for teaching and learning takes many forms, including such measures as advocating for better conditions and professional development, respecting teachers' autonomy and professionalism and developing inclusive decision-making processes. Such support has been shown to have an impact on student learning. Supervisors in the schools that showed the greatest learning gains regularly evaluated teachers, contributing to professional development and improved teaching practice (Miske, Dowd et al., 1998). Unfortunately, however, few head teachers and administrators in developing countries have had any formal training in the leadership functions of schools, and promotions may not be based on leadership or management skills. Further, many heads of schools continue to have extensive pedagogical responsibilities in addition to administrative ones. This leaves little time for supervision and support of staff (Carron & Chau, 1996). In spite of practical constraints, programs designed to increase professionalism in schools through management training.

2.18 Benefits of Tutoring Programs

In general tutoring programs increases mastery of academic skills, improves self-esteem and confidence, Improves student's attitudes toward school, decreases dropout rates, trancies and trades, breaks down social barriers and creates new friendships, Promotes emotional support, and positive role models. It is also used for the students: One on one instruction, Instruction tailored to specific learning styles and needs, Instruction free of competition, students can progress at their own pace, Increased praise, feedback and encouragement, Companionship with a positive adult role model and improved social skills. For the tutoring programs use as a sense of pride and accomplishment for having helped someone else, Increased academic mastery (especially in cross age and peer tutor situations), Increased self-esteem and confidence, an enhanced sense of

connection to their community, Valuable career related experience. For the Teachers tutoring programs uses to reduce time spent on repetitive work more time to focus on technical and professional tasks, increased monitoring of individual students, Personal gratification in witnessing the success of their students (Fager and Nwrel, 2012).

Tutoring improves learner-to-teacher ratios to promote learning. In the case of struggling readers, tutoring increases the time spent on reading, provides more opportunities to assess learner performance, and allows opportunities for learners to receive immediate feedback on their reading performance. Tutoring also promotes better grades in school, better behavior, increased motivation, and increased employment and post-secondary options (Carnine, Marchand-Martella, Hofmeister&Farkas, 2002).

2.19 Tutoring outcomes

Another problem possibly connected with the controversy over the effectiveness tutoring is related to major differences in targeted student outcomes. In the instructional tutoring model, tutors expect that students will acquire new knowledge, become proficient in not-yet-mastered skills, and learn new skills (Hock et al., 1995). Thus; the intended outcome of one-to-one instructional tutoring is the development of skills and knowledge. In contrast, the assignment-assistance, tutoring model focuses on the task. That is, in this model, tutors provide help with homework and focus on helping the student complete each assignment and meet the academic demands in his or her classes. (Carlson, 1985). Thus, the intended outcome of one-to-one instructional tutoring is the Development of skills and knowledge. In contrast, the assignment-assistance, tutoring model focuses on the task. That is, in this model, tutors provide help with homework and focus on helping the student complete each assignment and meet the academic demands in his or her classes (Carlson, 1985).

In the strategic tutoring model, tutors expect students to learn skills and strategies that support independent learning and apply those skills and strategies to current classroom assignments (Hock et al. 1995). In the strategic tutoring model, tutors expect students to learn skills and strategies that support independent learning and apply those skills and strategies to current classroom assignments (Hock et al., 1995).

These different focuses of tutoring models make it difficult to determine the relative efficacy of the tutoring programs. For example, if meeting the goals of completing homework or reviewing content for tests and quizzes is a valued outcome, then assignment-assistance tutoring that produces these outcomes might be considered effective. If the valued outcomes of tutoring are an increase in literacy skills and content knowledge, then instructional tutoring that supports the attainment of these outcomes might be considered effective. If the intended goals of tutoring are increased strategy knowledge, completion of current assignments, and application of learning strategies to authentic tasks, then strategic tutoring that produces these outcomes might be considered effective. Thus, another factor that contributes to the controversy over the effectiveness of tutoring relates to the outcome measures used in tutoring studies. (M hock, Pulvers, Deshler and Schumacher, 2001)

2.20 Impact of tutoring on students' learning

Tutoring has a very positive impact on the learning of students. The students are usually less hesitant to ask questions from their tutors. They do not feel uncomfortable with a peer as they might feel with a teacher. This really helps learners that they feel the tutor is on the same level and if he can do it, they can do it. Therefore, tutoring is very beneficial for learning purposes. Organized tutoring can give greater results as compared to unorganized tutoring. Therefore, for a teacher this activity can be an important responsibility. The teachers can obtain better results by making good pairs of students. The training of tutors plays an important role in the productivity and efficiency of tutoring. Proper and sufficient training of tutors leads to better results in learning. The proper evaluation of tutoring process can also make improvement in learning activities. Tutoring does not benefit only tutees or learners, but also tutors because it is a two way street process, which helps both the tutor and learner. By tutoring the learners, the tutees enhance their own understanding, abilities and skills. Therefore, the students do not only help themselves, but also help their tutors by providing them an opportunity to teach them In fact, it is equally beneficial for tutors and the tutees or learners. Hence, tutoring has an enormous impact on the learning of tutors and students or learners (Ali, Anwer and Abbas 2015).

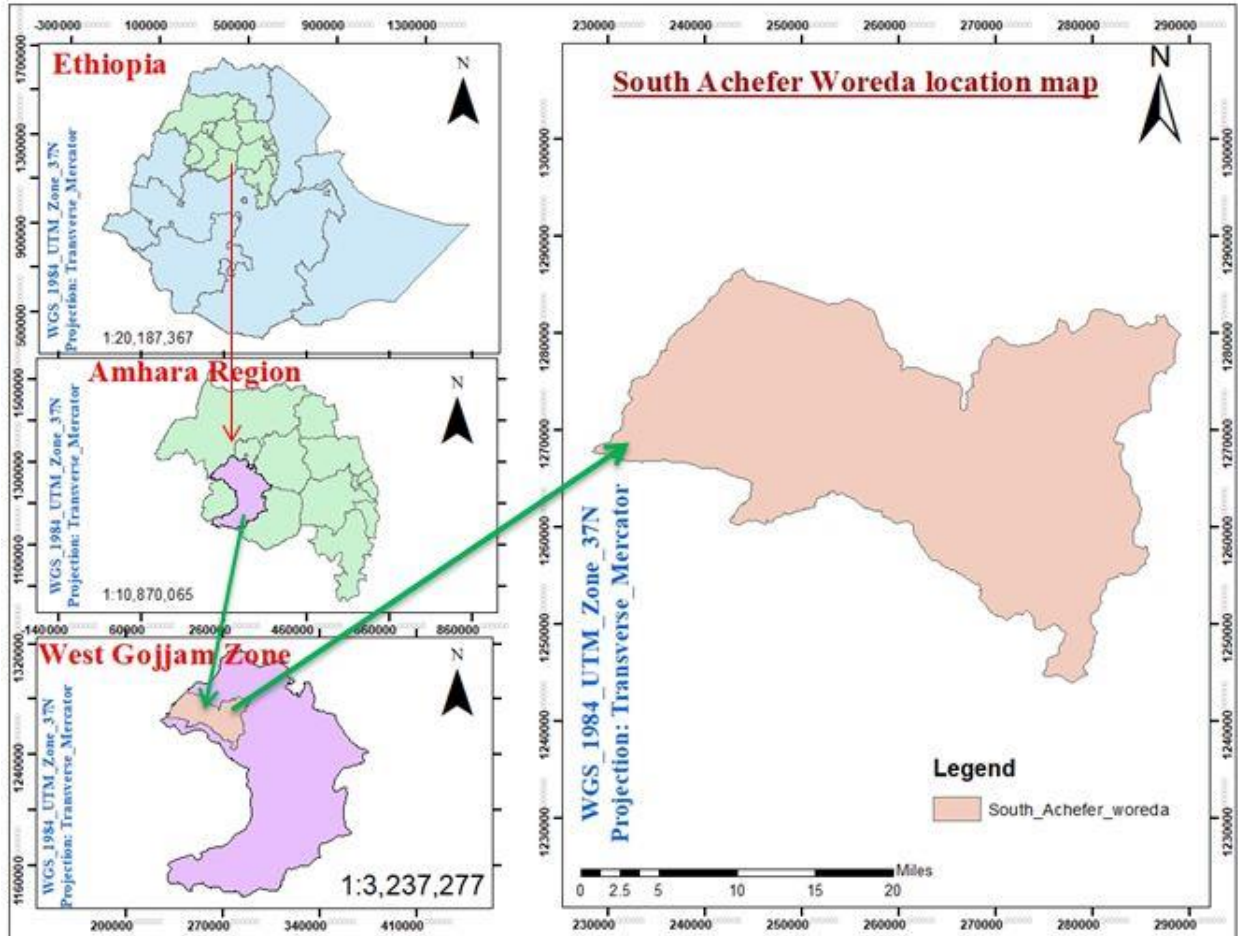
CHAPTER THREE RESEARCH METHODS

3.1. Introduction

This chapter presents various procedures used by researchers to collect and analyze the necessary information required to achieve the research objectives. It begins by discussing the research design and presents the target population; define sample size and sampling procedure, data collection instruments and procedures. Finally, the chapter presents the method of analysis and interpretation.

3.2. Description of the Study Area

Figure 3.1 South Achefer Woreda location map



Source: GIS Student in BDU, 2012

This study was conducted in the South Achefer Woreda, which found on the northern part of

North Achefer woreda, Eastern part of Jawi woreda, southern part of Dangila woreda & western part of Mecha Woreda. The woreda town is found 65 km far from Bair Dar, the capital city of Amhara region; the woreda has 24 rural and semi urban kebeles in the administrative center of Durbete Town, South Achefer Woreda. It has a total of 120,200 populations from which (50.5%) female and (49.5%) male population. In short, 90.4% of the population live in rural areas, but the rest 9.6% of the population live in rural areas (CSA population projection, 2015).

3.3. Research paradigm

According to Creswell (2009) Pragmatism as a worldview arises out of actions, situations, and consequences rather than antecedent conditions; there is a concern with applications what works and solutions to problems it focus on Consequences of actions, Problem-centered, Pluralistic, Real-world practice oriented, and who claim that an ideology or proposition is true if it works satisfactorily, that the meaning of a proposition is to be found in the practical consequence of accepting it and unpractical idea are to be rejected because of those reason, this paradigm was employed for the analysis of the practice, Challenge and contribution of school-based tutorial program in South Achefer Woreda sampled Secondary schools.

3.4. Research Design

Research design is the plan, structure and strategy of investigation proposed for obtaining answers to research questions. It is known, the research design is the plan and procedures for the study, in providing the overall framework for collecting the data. It also gives guidelines for systematic sampling techniques, the sample size, instruments and data gathering decisions from broad assumptions to detailed methods of data analysis. Following the general objective of the research, descriptive survey research design was employed with both quantitative and qualitative approach of data collection. Because it helps to explain educational phenomena in terms of the conditions or relationships that exist, opinions that are held by students, teachers' principal, vice principal and woreda education exports. At time's descriptive survey is the means through which opinions, attitudes, suggestions for educational practices can be obtained.

3.5. Sources of data

To get valid and reliable information, use of appropriate data source is very important. Therefore, the sources of data for this study were included in both primary and secondary sources. Accordingly, the primary information was collected from students who attend the school-based tutorial program, teachers, school principals, vice principals and Woreda education experts. This was considered as the main sources for the study because of either direct involvement in the implementation of the program or their responsibilities in guiding and supporting the school-based tutorial program. The secondary sources of data were participant students list, attendance paper and other tutorials related materials which were available for the study.

3.6 Population of the research

This study was conducted on selected South Achefer Woreda same secondary schools in Weast Gojjam Zone of Amhara Region. Hence, the target population of this study was grade 10 student and teachers. The researcher purposely selected grade 10 students as a sample of the study due to have a relatively high concentration of tutorial participation as compared to other grade because grade 10 is transition grade for preparatory education and also woreda has purposely selected due to the familiarity and exposure of the researcher in the selected area.

3.7 Sample and Sampling Techniques

Sampling is the process of choosing from a much larger population, a group about which the researcher wishes to make statements so that the selected part can represent the total group. Sampling procedure is the way in which the sample units are going to be chosen. In this study, both probability and non-probability sampling technique was used interactively. Specifically Purposive, stratified & systematic sampling technique was employed.

Due to the difficulty of covering all woreda of the region of school based tutorial program implementation, the researcher purposely selected only South Achefer woreda thee secondary schools as a center of the study, due to the fact, familiarity and exposure of the researcher in the selected area and resource limitation to address all parts of the region. In the same scenario the researcher purposely selected grade 10 students as a sample of the study due to have a relatively

high concentration of tutorial participation as compared to other grade because grade 10 is transition grade for preparatory education. The second step out of five secondary schools in the woreda three Secondary schools, were selected by using simple random sampling technique.

The third step was developing a sample frame of each secondary schools list of students when they have participated in the tutorial program, and stratify to male and female students. Then Proportionate sample calculation was used & utilized in order to determine the number of sample respondents for each stratum from each secondary school. The fourth step is selecting sample respondents from each stratum by using systematic random sampling technique.

Sample size determination takes into account mainly availability of limited resources. The determination of the sample size for the study was done based on the formula adopted by Yamane (1967) which is a simplified formula to calculate sample sizes.

$$n = \frac{N}{1 + N (e^2)}$$

Where, n represents the sample size; N denotes the population of the study and e represents the level of precision. The formula utilized 93% confidence interval, $P = 0.07$. In the consumption of this study, $\pm 7\%$ is taken as level of precision, which consider the cost, and availability of time to have reasonable sample, which can represent the population under study. The total number of population (tutorial participants) in the selected secondary schools is around 531.

Accordingly, the sample can be calculated as:

$$n = \frac{531}{1 + 531(0.07^2)} n = \frac{531}{3.6019} = 147.42 \approx 147 \text{ samples}$$

Table 3.1 Summery of sample students & teachers in the study area.

N ^o	Name of high school	Students						Teachers				
		Population			Sample			Proportion of samples	Population	Sample (purposely selected)		
		Total	M	F	Total	M	F			Total	M	F
1	Durbite	152	78	74	42	22	20	29%	15	6	4	2
2	Abchikli	211	104	107	58	29	29	39%	18	6	3	3
3	Lalibela	168	81	87	47	23	24	32%	12	6	5	1
Total		531	263	268	147	74	73	100%	45	18	12	6

Systematic sampling is a type of probability sampling, where each element in the population has a known and equal probability of being selected. It used to simplify the process of selecting a sample or to ensure ideal dispersion of sample units throughout the population. Accordingly, 147 self-administered questionnaires are distributed to sample students in the respective secondary schools. In addition to this, 18 self-administered questionnaires are distributed for purposely selected from the total population of the selected area subject teachers in each selected respective secondary schools.

3.8 Types of Data and Methods of data Collection

In order to address the stated objectives, the study mainly utilized primary data from respondent's survey. Both open and close-ended type of questionnaire were developed and used to collect primary data on current practices of school-based tutorial program, its contribution and practical challenges to implement school-based tutorial program. On the other hand, secondary data were utilized through on Woreda education office collected reports related to attendance rate, participant students list and total recorded time to the tutorial session on weekly, monthly and yearly from schools. And also in the school, documents related student list, attendance rate schedule, to the general situation of school-based tutorial program among reviewed literatures from secondary sources.

3.9 Data Gathering Instruments

To collect reliable data for the study, three different data gathering tools were employed. These are questionnaire, semi structured interviews and document analysis.

3.9.1 Questionnaire

Questionnaires are widely used in educational research to obtain information conditions and practices; and inquire into the opinions and attitudes of individuals or groups. A questionnaire was collected from 18 teachers and 122 students. Based on this fact, the relevant and first-hand information was collected through close ended and open-ended questionnaires. Accordingly, a questionnaire was prepared in four parts to cover all necessary data of the survey. The first section consists of the demographic profile of the respondents which is designed in a close ended format, the second section was multiple choose, semi open-ended questions and Likers scale based on the first basic questionnaires. The third section design was Likert scale address issues of the second basic questions regarding major factors that negatively influenced school-based tutorial program. Section 4 was designed by Likert scale, open and close ended questions it addresses regarding to the contribution of school-based tutorial program. The Likert scale ranges from strongly agree to strongly disagree, 5 Strongly agree, 4 agree, 3 undecided, 2 disagree, 1 strongly disagree. The questionnaire was prepared in the English language format.

3.9.2 Interview

Interviewing is about asking questions and receiving answers. It also enables an interviewer to get information concerning feelings, attitudes or emotions in relation to certain questions. Interview was conducted with School principals, Vice principals, and Woreda education experts related to major purpose of providing the tutorial, beneficiaries of the program, selection criteria, of students for tutorial program, Where and when is the tutorial program provided, subjects are given higher emphasis and why, which grade level is given emphasis and why, level of students' attendance in the program, Who attends most (male or female), the disable or the able ones, the rural or urban based student, contribution of tutorial program on students' academic achievement, self-confidence and others personal developments and challenges that are negatively affecting the implementation of the program issues are Interviewed. The results of interview were employed to substantiate (cross check) the results gathered through questionnaire

and document analysis regarding the school-based tutorial program implementation. The interview developed based on the basic research questions and it was two parts: the interviewees' personal characteristics and items related to the school-based tutorial program.

3.9.3 Pilot Test

The researcher was used pilot testing study that enables to find out ambiguities and misunderstanding of each item of the previously delivered pilot test in such away the data obtained from pilot test was analyzed and checked for modification and required improvement. Accordingly the questionnaire was distributed to the students and teachers for the actual work of the study and final questionnaire was collected from the respondents.

The researcher conduct a pilot test on two selected secondary schools. In line with this, pilot participant students were selected through random sampling technique and teachers were selected by using purposive sampling technique. The instruments were administered to 20 students and 8 teachers in the sampled three secondary schools. After all, each of the items of the instruments was thoroughly examined by my advisor, and finally vague and unclear statements were corrected before the actual usage.

From the results of piloting the questionnaire, a good balance was achieved between the objectives of the study and the needs of the participants in terms of difficulty level and length of the questionnaire. After the necessary corrections were made, the final version was prepared and administered to the sample secondary school.

3.9.4 Procedure for Data Collection

In order to collect data, first, permission sought from the University. Then, permission also sought from the three scondry schools in the Woreda before collecting data, a pilot test was conducted. Then, the researcher was communicating with each principal of the school and principals contacted and gave responsibility for teachers'and vice principales, students for participating. Then, researcher distributed questioners, and observed documents. To make the data collection effective, all the interview and document analysis was managed by the researcher.

3.10 Data Analysis and Interpretation

In this study, both quantitative and qualitative data analysis techniques were employed. Statistical tools of data analysis are utilized throughout the analysis process. The study utilized SPSS 20 version software package to analyze the quantitatively surveyed data. Percentages, mean values, frequencies and mean comparison test analysis are among descriptive data analysis techniques, which the study mainly applied. In addition, all qualitative data were transcribed, classified and presented through narration and percentage to report the main findings who found that their classifications agreed for a large percent and ageed for small percent of respondantes.

A result of the study was described and presented using a descriptive interpretation method, i.e. tables and figures for quantitative based data's and narration expiration & percentage for qualitative based data analysis. Besides, triangulation of findings with previously conducted studies was used to concretely explain the findings of the study through discussion.

3.11 Ethical Consideration

As far as the right of the respondents is concerned the researcher could respectfully and clearly informed the participants about the purposes of the study. Confidentiality was also kept. In the study personalizing never applied rather treated as professionally as possible. The respondents were clearly informed that, their responses could be used only for the academic purpose and the researcher ask permission of students' parents for those under 18 aged students. In addition, any material used for this study was acknowledged as far as possible in order to avoid plagiarism or academic theft.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1. Introduction

This chapter entirely provides detail information about the findings of the study using various analysis techniques. It presents the data analysis and discussion of the research findings obtained from data collected from the survey questionnaire and interview. Responses of the questionnaire are summarized and presented using tables, histograms and pi-charts to make easy for understanding.

Demographic profiles of sample respondents have been described using descriptive statistics the data obtained from the survey. Besides, using descriptive statistics, frequency and one sample mean t-test was applied and discussed in detail to compare actual mean response rate of respondents for each variable with the expected (hypothetical) mean receptively.

4.1.1 Response rate and composition of sample respondents

The study involved 165 respondents; of this, 122 randomly selected student proportionate to the number of three selected secondary of school grade 10 students and 18 purposely selected teachers.

Table 4.1 Response rate of the survey

Distributed Vs. Collected and Valid Questioners (Frequency)				
S/N	School	Distributed Questioner	Collected & Valid for analysis	%
1	Durbetie secondary school	48	41	85.4%
2	Lalibela secondary school	53	45	84.9%
3	Abchikli secondary school	64	54	84.4%
	Total	165	140	85%

Source: Own survey result, 2020

Table (4.1) disclosed that, valid response was successfully collected from 140 (85%) respondents out of totally administered 165 questioners, the minimum response rate was registered for Abchikli Secondary School (84.4%), while the maximum response rate was registered relatively

for Durbite secondary school (85.4%). Besides, the number of distributed and collected survey questionnaires across all the three secondary schools revealed that maximum efforts were made to address sample respondents in the Woreda, which can increase the representativeness of the study.

4.2. Personal characteristics of respondents

Table 4.2 Personal characteristics of respondents

N ^o	Variable		Respondents				
			Category	Students		Teachers	
				N ^o	%	N ^o	%
1	Sex		Male	61	50	12	67
			Female	61	50	6	33
			Total	122	100	18	100
2	Age	Students	12 - 20 years	64	52.5	-	-
			21 - 25 years	54	44.3	-	-
			26 - 30 years	4	3.3	-	-
	Teachers	31-35 years	-	-	7	38.9	
		36 - 40 years	-	-	5	27.8	
		41 - 45 years	-	-	1	5.6	
		46 - 50 years	-	-	3	16.7	
		51 - 55 years	-	-	2	11.1	
3	Education level		BA/BSC	-	-	16	88.9
			MA/MSC	-	-	2	11.1
4	Service Year		1 - 5 years	-	-	3	16.7
			6 - 10 years	-	-	7	38.9
			11 - 15 years	-	-	2	11.1
			16 - 20 years	-	-	3	16.7
			21 - 25 years	-	-	3	16.7

4.2.1. Sex composition

Among the total 140 valid responses collected from sample respondents, 73 (52.1%) are Male, while the remaining 67 (47.9%) is Female respondents. Specifically, the above table (4.2) indicated that, from the total 122 student respondents, 61 (50%) are males and the same as 61 (50%) of student respondents are females. Accordingly, the above table (4.2) indicated that, from the total 18 teacher respondents, 12 (67%) are male and the remaining 6 (33%) of teacher respondents is female.

4.2.2. Position of sample respondents

Practice and implementation of school-based tutorial program need an integrated effort of concerned students and teachers. Consequently, the study has involved sample respondents in two different task characteristics from each school.

Table (4.2) shows that, out of the total valid 140 questioners from sample respondents, 12.8% are teachers and 87.2% of the respondents are students.

4.2.3 Age category teachers Respondents

Regarding age, Table 4.2 indicates that 7 (38.9%) teachers were in the age category of 31- 35 years, 5 (27.8%) were from 36 - 40 years, 1 (5.6%) were 41-45 year, 3 (16.7%) were from 46 - 50 years, and 2 (11.1%) were above 50 years. All teachers were 31 and above years old. This figure tells us, the majority of teachers were matured and believed to give the required information for school based tutorial program for students.

Similarly age, Table 4.2 shows that 64 (52.5%) of the students were under 20 years; 54 (44.3%) were from 20-25 years; 4 (3.3%) were from 25-30 years. The mean age of student respondents is 20.8 years with the minimum age of student respondents is 17 years and the maximum is 26. Accordingly, the most dominant age categorical student sample respondents fall under age category of (15-20) years, which account 52.5% of sample respondents due to most respondents are young students. This implies that though the majority of the students were in the normal school age, there were a significant number of students, the official school age in the sample schools in the context of Ethiopia.

4.2.4 Education level of respondents

Of the total (140) respondents, 122 respondents are student while the remaining 18 are teachers. So, in this study only teacher's education level was analyzed. Because the others sample respondents are grade 10 students. The educational level of the respondent as key variable as well as it is a powerful determinant to the effective engagement of respondents in their responsibility. Positions in high school require a university first degree as a minimum qualification. Accordingly, the above table 4.2 shows that, of the total teacher sample respondents 16 (88.9%) are first-degree holders, while only 11.1% of sample teachers have received their second degree (MA/MSc).

In general, the above table (4.2) shows that, nearly 89% of selected teachers have a first degree and 11% have second-degree educational qualification. This indicates human resource capital of the secondary school is relatively well developed and can be considered as fertile ground to give & facilitate practice and implementation of tutorial program with clear understanding of national as well as regional stated rules, standards and principles to prepare tutorial lessons & learning teaching methods as per the required standard. This finding is supported by (Kolo 2001) findings, in support of Effective teaching is determined by teachers' knowledge of the subject matter and mastery of Pedagogical skill which create positive effects on the student's academic achievement. To show the importance of qualified teachers, the teachers play a decisive role in the fulfillment of educational goals.

4.2.5 Work experience of teachers

Work experience is an important characteristic that can affect the teacher's level of commitment to easily endorse a way of teaching lessons and take initiatives to implement improved teaching modalities and standards. With similar thought, implementation of school-based tutorial program can be highly affected by teachers work experience level. Survey respondents were responding to figure out their total work experience in years. The average total work experience of sample teachers is 11.4 years with standard deviation of 6.11 from the mean and the minimum experience is 3 years, while the maximum goes up to 22 years as the above table 4.2 showed.

Table (4.2) indicates that, 16.7% of teacher sample respondents have total working experience of (1-5] years, 38.9% working experience under category of (6-10) years, (11-15) years with working experience percentage composition of 11.11% and 16.7% work experience for both (16-20) & (21-25) years. Therefore, this result indicated that the majority of teachers have 6-10 year of experience which accounted 38.89% of the total sampled teachers in the school, work experience is important for adapt teaching learning process in the class room and also they are used better teaching learning style.

Descriptive analysis of school based tutorial program

4.3. Practice of of school based tutorial program

The survey has tried to address the current progress of school-based towards practicing school-based tutorial program to improve students learning. The following table shows clearly the current practice of the school based tutorial program.

4.3.1. The way of starting a school based tutorial program

Table 4.3 The way of school based tutorial program practice

N ^o	Items	Response	Respondent			
			Students		Teachers	
			N ^o	%	N ^o	%
1	Does your school start the tutorial program for students 'along with the regular teaching learning process?	Yes	32	26.2	-	-
		No	90	73.8	18	100
		Total	122	100	18	100
2	If your answer to question N ^o 1 is No what do you think is the reasons for the untimeliness of the tutorial program	Lack of coordination from the leadership for the program	44	48.9	6	33.3
		Teachers' lack of interest	9	10	6	33.3
		Students lack of interest	28	31.1	1	5.6
		The matter of plan problem (scheduling)	9	10	5	27.8
		Total	90	100	18	100

Source: Own survey result, 2020

Regarding school schedule to start tutorial program, 90 (78.8%) students explained that their schools didn't start tutorial sessions along with the beginning of the regular teaching learning process, while only 32 (26.2%) students replied the beginning of the program with the academic calendar year. At the extreme end, all 18 (100%) teachers disclosed that their schools didn't have the experience to launch tutorial program equivalent with the beginning of the school year. Therefore, the response implies that schools did not start a tutorial program for students' along with the regular teaching learning process. In line with this the key interviewees (principals, vice-principals and Woreda education experts) asserted that most schools did not start tutorial program for students' along with the regular teaching learning process. However, FDRE

Education Sectorial Development Plan 5th version in its school rule and regulation part stated that, schools shall start the tutorial programs equivalently at the beginning of the academic year rather than using as exam preparation tool and compensation for teaching learning gaps created due to different reasons (FDRE ESDP V 2015/16 – 2019/20).

Proceeding further, respondent teachers and students were asked to express possible reasons why their schools didn't start tutorial programs along with the beginning of the formal teaching learning process. Thus, 44(48.9%) students and 6(33.5%) teachers explained lack of coordination and leadership, 28(31.1%) students and 5.6% teachers replied students' lack of interest, 9(10%) students and 6(33.3%) teachers said lack of teachers interest, 9(10%) students and 5(27.8%) teachers mentioned planning problem as possible reason for not launching tutorial programs timely as required. Therefore, major reasons behind failure of most schools to start the tutor program are lack of coordination as well as interest of students on the program. Such reasons are also supported by key informant interviews, where they mentioned the lack of effective coordination and absence of interest from students are among the major challenges to start tutorial sessions along with the regular classes (teaching learning program).

4.3.2 The Arrangement of subjects in the program

Table 4.4 Arrangement of subjects of the tutorial program

N ^o	Items	Response	Respondent			
			Students		Teachers	
			N ^o	%	N ^o	%
1	Which subjects are given higher emphasis for tutorial program in your school?	English	88	72	12	67
		Math's	104	84	18	100
		Physics	110	90	18	100
		Chemistry	85	70	16	89
		Biology	83	68	14	78
		Geography	43	35	7	39
2	Based on question N ^o 1 what are the reasons for selection of these subjects?	Difficulty of the subjects	87	71.3	16	88.9
		Teachers interest to give the program	-	-	-	-
		Students 'choice	6	4.9	2	11.1
		The school's decision to give priority for some subjects	29	23.8	-	-
		Total	122	100	18	100

Source: Own survey result, 2020

Both surveyed teachers and students were asked to specify subject matters which are mainly included under tutorial programs. Accordingly, natural science subjects took the lead to be included under the program, where 84% of students and 100% of the teachers pointed out Mathematics and 90% of students and again 100% of teachers indicate physics as the first two subjects to be included under tutorial program arrangement classes. English (72% students & 67% teachers), chemistry (70% students & 89 teachers) and Biology (68% students & 78% teachers) are the second batch subject matters to be selected by both teachers and students as priority subjects for tutorial program, while Geography (35% students & 39% teachers) received less priority as a subject for tutorial classes. The subject prioritization analysis clearly tells us that natural science subjects (Mathematics, Physics, Chemistry & Biology) and English language are the hard subjects and commonly need extra efforts and class to support the performance of students with respect to their grades.

Furthermore, respondents provide justification why natural science subjects are priority areas of the tutorial program. Difficulty of the subject matters (71.3% students and 88.9% teachers), school's decision to give priority for such subjects (23.8 % students) and students' choice (4.9% of students and 11.1% teachers) are among basic reason to prioritize the above subjects for tutorial classes. Therefore, from this data one can say that both students and teachers used subject matter difficulty as measurement of selection for tutorial program. On the other hand, key informant interviewees, principal and vice principals also support the reasons for selection of the subjects due to the government policy of 70% in the preparatory should enter natural science and 30% social science. This finding is consistent with a Curriculum shift to emphasis on science and technology with the introduction of the policy of 70/30 graduate mix as learning science and technology are associated with economic and social transformations (Ministry of Science and Technology, 2015). A program of intervention called STEM (Science, Engineering and Mathematics) has been introduced to secondary and preparatory schools for reinforcing education of Science and Technology.

4.3.3 The Arrangement of time duration of the program

Table 4.5 Arrangement of time duration of the tutorial program

N ^o	Items	Response	Respondent			
			Students		Teachers	
			N ^o	%	N ^o	%
1	For how many days in a week the tutorial given to students?	One day	60	49.2		
		Two days	34	27.9	11	61.1
		Three days	28	23.0	7	38.9
		Total	122	100	18	100
2	For how many hours in a day the tutorial given to students?	One hour	94	77	-	-
		Two hours	28	23	18	100
		Total	122	100	18	100
3	For how many subjects in a week the tutorial given to students?	One subject	19	15.6	-	-
		Two subjects	75	61.5	6	33.3
		Three subjects	28	23	12	66.7
		Total	122	100	18	100
4	How many courses in a day given to students?	One subject	41	33.6	7	38.9
		Two subjects	81	66.4	11	61.1
		Total	122	100	18	100
5	How long does the tutorial program take per subject in a day?	30 minutes	61	50	-	-
		45 minutes	55	45.1	13	72.2
		One hour	6	4.9	5	27.8
		Total	122	100	18	100
6	For how many months the tutorial program given within a year?	3 months	36	29.5	-	-
		4-5 months	80	65.6	12	66.7
		6-7 months	6	4.9	6	33.3
		8-9 months	-	-	-	-
		Total	122	100	18	100
7	Do you believe that the stated allocated time is sufficient for the tutorial program?	Strongly agree	1	0.8	-	-
		Agree	29	23.8	1	5.6
		Neutral	26	21.3	7	38.9
		Disagree	54	44.3	6	33.3
		Strongly disagree	12	9.8	4	22.2
		Total	122	100	18	100
		Observation			140	
		Expected mean			2	
		Actual mean			1.37	
		Std.dv			0.580	
		One sample mean t-test			.000	

Source: Own survey result, 2020

Tutorial class schedules were assessed and found that teachers and students greatly vary in terms of their response regarding on tutorial days per week, hours per day and per subject as well as the number of subjects per week. In details, 49.2%, 27.9% & 23% of students disclosed that tutorial

classes were arranged in their schools for one day, two days and three days per week respectively, while 61.1% and 38.9% of teachers expressed that the tutoring program was delivered two days and three days per week respectively. This implies that the arrangement of the tutorial program for students' per week in the three schools was different and most of student's responded the tutorial was given one day in a week, And the result also indicates the response of students and teachers are different which indicates lack of organized schedule.

Similarly, respondents were asked to specify their school experience in terms of tutorial program duration in a year. Thus, 65.6%, 29.5% of students indicated that the program was facilitated for 4 -5 months and actual for 3 months respectively, while 66.7% & 33.3% teachers replied that the program was delivered for 4-5 months and 6-7 months in a year respectively. This result indicates that months given to the tutorial program within the academic year is not sufficient. However, key informant interviewees confirmed that, schools had arranged tutorial programs throughout the year, a large gap was observed between the plan and actual implementation progresses.

Consequently, students and teachers were asked for how many subjects in a week the tutorial program was given to students. Accordingly, 15.6%, 61.5%, 23% students indicated that they received tutorial program on one, two and three subjects per week respectively. However, none of teachers, 33.3%, 66.7% replied that the program was delivered on one, two and three subjects per week respectively. This implies that most teachers and students respond that two subjects in a week were given through tutorial classes. With similar fashion, 66.4%, 33.6% of students and 61.1%, 38.9% teachers pointed out that tutorial programs were arranged on two and one subjects per a day respective of each respondent.

Specific to the allocated time, both respondents were asked to figure out hours given for the program per a day and subject. Accordingly, 77% students replied that the program was delivered only for one hour per a day followed 23% of students who said two hours per a day. On the contrary, 100% of teachers responded that the program was given for two hours per a day. Similarly, 50% & 45.1 % of students explained that the tutorial program was delivered 30 and 45 minutes per subject in a day, respectively, while 72.2% and 27.8% teachers responded that the program was delivered for 45 minutes and one hour respectively. The difference among

teachers and students in terms of figuring out allocated hours for the program per subject as well as in a day implies that the program was not organized properly and this could be due to the fact that teacher responded merely referring the designed schedule, while response of the students is based on the actual reality on the ground. In support of this finding, key informant interviewees (Principals) asserted that, most teachers have attended tutorial program sessions merely for the sake of placing their signature that could help them to maintain their performance evaluation rather than not aiming to improve the academic status of their students.

As a winding up session for assessment of tutorial education practice in the study area, both students and teachers were asked to rate the sufficiency of the allocated time for tutorial classes in their respective schools. 54.1% of students disagree and strongly disagree on the sufficiency of the allocated time for the program, while only 24.6% of students explained their agreement and strong agreement on allocated time sufficiency. Similarly, 55.5% of teachers also disagree and strongly disagree on the sufficiency of the allocated time for the program and 38.9% are indifferent to decide whether the time allocation is sufficient or not. This implies that both students and teachers have a consistent understanding on the insufficiency of the allocated time for the program. Similarly, one sample mean test result confirmed that, the allocated for tutorial program is inadequate, the mean response of respondents is less than the expected mean which is significantly less than the expected mean ($1.37 < 2$). This indicates that the allotted time for the student's tutorial program is not adequate.

4.3.4 The Follow up and assessments of students in the program

Table 4.6 Follow up and assessments of students' tutorial program

N ^o	Items	Response	Respondent			
			Students		Teachers	
			N ^o	%	N ^o	%
1	Does your school assess the progress after providing tutorial program?	Yes	41	33.6	5	27.8
		No	81	66.4	13	72.2
		Total	122	100	18	100
2	If your answer to question number 1 is Yes, what are the assessment methods commonly used by teachers?	Short test	7	17.07	2	40
		Class work	7	17.07	3	60
		Assignment	3	7.3	-	-
		Group work	24	58.5	-	-
		Total	41	100	5	100
3	Does the student attend the	Yes	29	23.8	-	-
		No	93	76.2	18	100

N ^o	Items	Response	Respondent			
			Students		Teachers	
			N ^o	%	N ^o	%
	tutorial program regularly?	Total	122	100	18	100
4	If your answer is no what is the main reason that could not attend?	Home distance factor	7	7.53	6	33.3
		Family work load	32	34.41	4	22.2
		Ethical issue from d/t body	4	4.30	-	-
		Economic factor	17	18.28	3	16.7
		Tutor schedule problem ,if other factors please spacificy	33	35.48	5	27.8
		Total	93	100	18	100

Source: Own survey result, 2020

Respondents were asked whether the school management, conduct the necessary follow up on the tutorial program regularly. 66.4% students and 72.2% teachers disclosed that their school didn't undertake regular follow-up on the program, while only 33.6% students and 27.8% teachers asserted the existence of continuous follow up to enhance effectiveness and efficiency of the program. This shows mostly the school management did not make follow up of the tutorial program regularly. As per the researcher observation during data collection, schools lack readily available documents including; separate tutorial program plan, timetable, mark list and roster for the tutorial program which are indications of failure to assess the progress of students in regular bases.

Following the response of respondents to the existence of regular follow-up on the program, the survey intended to assess major tools that are used to monitor the program. Accordingly, of the total students who asserted the existence of regular follow-up, 58.5%, 17.07%, 17.07% cited that group work, short test and class work are among adapted assessment tools for tutorial program respectively. On the other hand, 60% and 40% of teachers indicated that class work and short test are the two common methods adapted to conduct follow up on the program, this result indicates that most of the teachers used common assessment methods, while students and teachers have different response towards applied assessment tools which shows the existence of immense gaps in implementation of the program as per the GIQIP recommendations. GIQIP interventions over the last nine years adheres that student centered methods and Normative Continuous Assessments (NCA) are recommended tool to assess performance of students, the result revealed

that the tutorial program in the study area hasn't been implemented as per the principles set by GIQIP interventions strategy (Ethiopian Education Development Roadmap, 2018-30).

Regular attendance of students is a key to success not only for tutorial program, but also for regular academic classes. Thus, 76.2% students and 100% teachers said that students didn't attend the program regularly, which indicates the existence of students' frequent absenteeism from tutorial classes. Thus, the result revealed that majority of students themselves asserted that they did not attend the tutorial program in a regular base. Inconsistent with this finding, key informant interviewees report collected from principals and vice principals asserted that most students remain absent to attend tutorial class regularly. Besides, female students have low participation compared to male counterparts to take part in the program; disabled children are also disadvantages and have low participation in tutorial education compared to normal children since teaching learning process are not comfortable and lack additional educational material to support their attendance. The program is more or less similar with the regular teaching learning process and urban students are more likely to participate compared to rural students due to the fact that rural children are expected to travel long distance to attend the program, where the program is also arranged at the opposite shift session of their regular classes. Hence, it become challenging to attend tutorial sessions after completing the regular education classes. With similar fact, 35.4%, 34.4%, 18.28% & 7.53% of students expressed that the basic reasons why they didn't regularly attend tutorial programs are schedule problem, work load, economic challenge and distance from home respectively. On the other hand teachers prioritize distance from home (33.3%) followed by schedule problem (27.8%) and workload (22.2%) as key factors that hinder students to attend tutorial education regularly.

4.3.5 The Teachers benefit package & related issues in the program

Table 4.7 Teacher benefit package & related issues in school based tutorial program.

N ^o	Items	Response	Respondent	
			Teachers	
			N ^o	%
1	Who selects the course?	Principals	5	27.8
		School management	13	72.2
		Total	18	100
2	Who provides the tutor?	Teachers	18	100
3	Do you get any type of benefit when giving a tutorial class to students?	Yes	18	100
		No	-	-
		Total	18	100
4	If your answer is agreed, what kind of benefit package included in the tutorial program for teachers when giving tutorial class?	Birr per period	-	-
		Material incentive	-	-
		Efficiency improvement	12	66.7
		Education opportunity	6	33.3
		Awarded certificate/ Acknowledgment	-	-
Total	18	100		
3	Did you get an orientation on how to give a tutorial program for students?	Yes	4	22.2
		No	14	77.8
		Total	18	100

Source: Own survey result, 2020

Teacher respondents were asked who is responsible for the selection of the course of the tutorial program. 72.2% students and 27.8% teachers disclosed that the course selection was responsible by school management teams and principals respectively. Therefore, this implies that the responsibility for selection of course is given for school management teams. On the other hand the key informant interviewee with principals and vice principals, also supported that, in the school have tutoring committees that facilitates the practice of school based tutorial programs that given responsibility by the school management formally, so this committee expected to adjust different tutoring tasks and select the course given for the students and approved all the performed tasks by the school management.

Regarding to the providing of tutorial class session the result shwas that, 100% only teachers responsible to providing the tutorial session, also in the key informant interviewee, with school principals supported that, providing of tutor sessions is given for teachers respective with their

specialization. Teachers teach the tutorial class is not a matter of voluntarily it is mandatory to teach the tutorial program with in specialized subjects. Teachers are selected to provide the tutorial session was based on their major field of study parallel with teaching in the regular class. Consistent with the findings of this study (kolo, 2010), examined tutors provided in secondary school most common tutors provided by secondary schools were teachers; teacher's instructions are helping students learn how to learn. Teachers themselves know more about the foundation of subject area and they must understand how students think as well as what they know in order to create experiences that produce learning. Each teacher is experienced to mix with objectives and activities to produce a meaningful learning experience for students. Effective teachers are highly committed and care about their students and they need supportive working conditions to maintain these attitudes.

Also, key informant interviewees with in principals confirmed that, student's selection criteria for providing tutorial program performed based on academic performance of students that is for lower achiever, middle achiever, higher achiever students first identified for the purpose of upgrading lower achievers to transfer middle achiever, middle achievers to transfer to high achievers and for higher achievers to keep their academic performance. However, the school practically more emphases given to lower achiever students, the program was facilitated before and after school regular class in school surrounding. Similarly, this result consistent with U.S (2017) finding, assigned of academic tutoring to specific students they found that, schools most frequently assigned academic tutoring to specific students on the basis of their academic performance (95 percent).The criteria schools used to require students to participate in academic tutoring differed by school size, school poverty level, school locale, and graduation rate.

Regarding to benefit of teachers when giving tutorial class to students, 100% teachers responds there are different type of teacher benefits who participated to give tutorial class. Similarly, when asked a kind of benefit package teachers given who participated in the tutorial program, 12 (66.7%) & 6 (33.3%) teacher has responded that has efficiency improvement & educational opportunity benefits dominantly. Thus, this result and the key informant interviewees with principals and vice principals also confirmed that, teachers motivated based on these benefit that is they get career development & summer education opportunity when they are actively participated in school tutoring practice in the school.

Following the response of respondents to the existence of orientation (training) on how to give a tutorial program for teachers, the survey intended to assess the presence of training that are used to upgrading teachers experience in the program practice. Accordingly, 14 (77.8%) teachers respond that haven't got an orientation (training) how to teach tutoring session & facilitate tutorial program. While, 4 (22.2%) teachers respond that, have gained an orientation (training) how to teach tutoring session & facilitate tutorial program.

Thus, most teachers haven't got any training on the way of teaching related with the tutoring program. Therefore, as the result implies most teachers were participated in the tutorial program without taking an orientation (training) on how to give school based tutorial program throughout the year in the school, However, The finding of Gordon (2009) recommended that, highly trained tutors have consistently produced better tutoring results. In general, tutors are effective because they give students more personalized attention.

4.3.6 The School Stakeholder's integration to practice the program

In order to see the overall perception of respondents towards the practice of school-based tutorial program, the researcher summarized all variables with their respective means and standard deviations. Thus, the mean indicates to what extent the sample group averagely agrees or disagree with the different statements. The lower the mean, the more the respondents disagree with the statements. The higher the mean, the more the respondents agree with the statement. On the other hand, standard deviation shows the variability of an observed response from a single sample (Marczyk, Dematteo and Festinger, 2005).

Agreement level of surveyed respondents on statements that address practice of school-based tutorial program in their school that influence practice summarized under consecutive tables. The mean response of each variable is compared with the expected mean (expected mean for five-point Likert scale) using one sample mean test.

Following the assessment of school practices to implement school-based tutorial program, surveyed respondents were respond to provide their level of agreement for each statement listed under selected major statements that determine timely practice and implementation of school based-tutorial program.

Table 4.8 One-sample mean response test on stakeholders integration (coordination)

Variables	Obs.	Exp. Mean	Actual Mean	Std. Dev	Sig.(2-tailed)
1. If you face any problem related with tutorial program, the school principal gives immediate response.	140	3	2.98	1.007	.802
2. If you have a question, related to the tutorial program issue, the teacher respond positive response	140	3	3.43	.930	.000
3. If you ask any issue related with tutorial program, the woreda education concerned body try to give immediate solution by coordinating with other stakeholders.	140	3	2.02	.772	.000
Sum	140	9	8.428	2.07	.001

Source: Own survey (SPSS result, 2020)

Principals integration: The above table 4.8, item 1 results of descriptive statistics shows that mean response of respondents for the integration work of Principals with other school actors to run the tutorial program is not effective because the mean response of respondents lower than the expected mean which is significantly lower than the expected mean ($2.98 < 3$). This indicates that in the school the role of principal to coordinate the program is low. Similarly the key informant interview with, Woreda experts, confirmed that, due to the load of responsibility it difficult to coordinate or integrate each activity in line with the tutorial standards rather give orders to teachers to cover the tutorial class every day.

Teachers integration: On the other hand, in the same table, item 2 the mean response of respondents for the coordination of teachers to other school actors of the tutorial program is 3.43 which is significantly higher than the expected mean ($3.43 > 3$). This indicates that in the school the role of teachers to coordinate the program & integrate to work with others school actors is comparatively good. Teachers respond to the student's question or face any problem related to the program is positive, teachers are near to students to understand their feeling. Similarly, the key informant interview with school principals, vice principals & Woreda education experts expressed that, teachers are well involved in tutorial program implementation because the first

actor to implement the program was teachers, Due to this reason, teachers tried to perform the tutorial program activities better than others.

Woreda education concerned body integration: Similarly, in the same table, item 3 the mean response for the coordination & integration of woreda education concerned body integration or coordination to the schools actors for the implementation of the tutorial program is low because the mean response of respondents lower than the expected mean which is significantly lower than the expected mean ($2.02 < 3$). The result indicates that the woreda education concerned body integration effort is limited or not enough as compared to the actual needs of the program rather than they communicated schools for report purpose only, based on the researchers' information.

All school actors integration: Generally the cumulative result of this study shows, integration, or coordination of all school actors to improve the practice of the tutorial program is low, because the sum actual mean significantly less than the sum expected mean (8.42 less than 9) based on one sample mean test using five point likert scale measurement. Thus, general result indicated that, all school actors are not work with integrity in each other to become the tutorial program more effective in the study area.

4.3.7 The School Stakeholder's professional support to practice the program

Table 4.9 One-sample means response test on school based tutorial program support

Variables	Obs.	Exp. Mean	Actual Mean	Std. Dev	Sig.(2-tailed)
A. Principals	140	3	3.31	0.953	.000
B. Vice principals	140	3	2.59	1.066	.000
C. Teachers	140	3	3.91	0.694	.000
D. Student Parents	140	3	1.82	0.916	.000
E. PTA (Parent Teacher Association)	140	3	1.70	0.846	.000
F. Woreda education concerned body	140	3	1.86	1.050	.000
Sum	140	18	15.19	4.22	.000

Source: Own survey (SPSS result, 2020)

Professional support of Principals & Vice Principals: The above table 4.9, item 1 results shows that mean response of respondents for the support of principal are better to the tutorial teaching learning process to be more effective because the mean response of respondents greater than the expected mean which is significantly greater than the expected mean ($3.31 > 3$). This indicates that, in the school the support of principal in terms of giving order to perform tutorial related task and preparing classrooms is relatively effective. The mean result of the principal support more effective than the vice principal support ($2.59 < 3$) which is the vice principals are less effort to support tutoring task compared to as principals the mean response is significantly less than the expected mean.

Professional support of Teachers: Similarly, in the same table, item 3 the mean response in support of teachers in order to be implemented the tutorial program is good because the mean response of respondents, higher than the expected mean which is significantly higher than the expected mean ($3.91 > 3$). This indicates that in the school, the role of teachers for tutorial program is high for the progress of tutorial practice.

Professional support of Parents, PTA and Woreda education Expert: On the contrary of teachers support, in the same table, item 4, 5 & 6 the mean response for the support of students' Parents, PTA and Woreda education concerned body is low support on tutorial teaching learning process in order to implement school-based tutorial program, because the mean response of respondents less than the expected mean which are significantly lower than the expected mean ($1.82, 1.70$ & $1.86 < 3$) respectively. Similarly, the key informant interview with school principals and vice principals, Student parent and PTA is high share of the tutorial program implementation but they are not support it because of different reasons most of parents are farmer who have huge work load & they found far from the school. The same as the PTA most of members of the association are also parents. Most Parents are concern on their own task which is out school tasks rather than they perform the school practices. Even parents mostly voluntary to send their students for regular class rather than the tutorial class and they have more awareness in regular class rather than in tutorial class learning, In the same way the Woreda education concerned body not given higher attention to support the tutorial teaching learning process to be more effective tutorial as compared to the regular teaching learning process implementation relatively.

All shareholders Professional support: Generally, based on the asked six variables mean test result (cumulative result), the cumulative support of all school stakeholders were not sufficient for tutorial program implementation to be more effective in the study area. Because, the sum actual mean is 15.19 significantly less than the sum expected mean value i.e. 18.

4.3.8 The School Sufficiency of resource to practice the program

Table 4.10 One-sample mean response test on Sufficiency of resource

Variables	Obs.	Exp. Mean	Actual Mean	Std. Dev	Sig.(2-tailed)
1. Classrooms for tutorial program	140	2	1.25	0.467	.000
2. Textbooks	140	2	2.69	0.548	.000
3. Teacher's guide	140	2	1.74	0.808	.000
4. Reference materials	140	2	1.36	0.614	.000
5. Subject related instructional materials	140	2	1.21	0.407	.000
Sum	140	10	8.25	1.848	.000

Source: Own survey (SPSS result, 2020)

Adequate Classrooms for tutorial program: The above table 4.10, item 1 results show that, mean response for the adequate Classroom for tutorial program is 1.25, which is significantly lower than the expected mean i.e. 2. This indicates that in the sample secondary schools have not adequate classrooms for a tutorial session in the study area. Similarly, the key informant interviewees with school principals disclosed that, the tutorial session was facilitated in the regular classrooms through different shift, Because of inadequate classroom students are grouped together in a single classroom & given the lessons, they merging all students in one classroom these problem obviously inappropriate learning and stimulating materials for students that are not developmentally ready.

Beside, this problem on in the key informant interviewees with school principals disclosed that, Amhara Development Association (ADA) start to build modern classroom at Durbite secondary school for only the purpose of tutorial program, this type of support is very essential & appreciated for the implementation of school-based tutorial program generally external help is important to maximize school practice, have power to enhance the students effectiveness in

terms of knowledge, skill and attitude and also contribute to the achievement of the national objective of the country, the finding of this study is consistent with MoE (2003), Physical environment in which the formal teaching learning occurs ranges relatively from Modern and well equipped the school infrastructure includes the class rooms, offices, toilet rooms, water supply, electricity services, technology services, computer laboratory, science laboratory, library, staff, lounges, attractive green area, water supply, latrines (male and female toilet), library, pedagogical center. The facilities are required to be proportion to the number of teachers and students in the school for the provision of quality education in schools.

Adequate Textbooks: In the same table, item 2 result shows that, mean response of respondents for textbooks is 2.69, which is significantly higher than the expected mean (2). This indicates that in the sample secondary schools have sufficient textbooks for students to learn tutorial session because they learn by using regular learning textbooks. Textbook in all schools not a constraint to school-based tutorial program implementation. In line with this, GEQIP supports implementation of revised curriculum, procurement of learning materials and strengthening of assessments, in-service and pre-service training of teachers, school improvement planning and school grants, capacity building for planning and management The primary objective of GEQIP is improving learning conditions secondary schools and strengthening of institutions at different levels of educational administration (World Bank, 2013).

Adequate Teacher's Guide: In the same table, item 3 result shows that, mean response of respondents for teacher guide is 1.74, which is significantly lower than the expected mean (1.74 < 2). This indicates that in the sample secondary schools have insufficient use teacher guide for teaching and the key informant interviewees with school principals result confirmed that, teachers they used the same methodology with in the regular classroom. However, ESDP V (2008-2012), stated that necessary, teacher guides will be updated to better support teachers in the continuous assessment of students based on established minimum learning competencies and in applying the skills required for each part of the curriculum.

Adequate Reference Materials: In the same table, item 4 result shows that, the mean response for reference materials for tutorial program is not full fill for students, because the mean response of respondents less than the expected mean which is significantly less than the expected mean

(1.36 < 2). This indicates that the reference books for student's to follow and refer tutorial class are poor. However, MoE (2010), standard recommended that, Schools provide quality school facilities that enable all staff to work well and all students to learn; which mean by quality school facilities are a school with: a teachers room with desks and storage; a playing area for students; adequate teaching materials; reference materials; tea rooms; one desk and chair per student; a library; a pedagogical center; sufficient, number of toilets for teachers, girl students and boy students; clean safe water for drinking and hand washing; soap and water at all toilets; hygiene education for all students; daily cleaning of toilets; good management and maintenance of water and sanitation facilities; an laboratory and IT center.

Adequate Instructional Materials: In the same table, item 5 result show that, the mean response of respondents to the access of instructional materials is not sufficient for students to facilitate the tutorial session because the mean response of respondents less than the expected mean which is significantly less than the expected mean (1.21 < 2). This indicates that the instructional material for student's to support the tutoring lesson is poor. Therefore, it can consider as the one factor for poor student learning achievements is poor education support inputs. However, MoE (2010), standard recommended that, one of the key responsibilities of teachers is to study the curriculum and develop supplementary materials for use in the classroom & also, it is important for schools to provide the time and support that teachers need to develop these supplementary materials.

Adequate all Resource: Generally, based on the asked six variables mean test cumulative result the cumulative Sufficiency of resource were not enough for the implementation of school based tutorial program. Because, Using this five point Likert scales measurement the sum actual mean is 8.25 less than the sum expected mean value i.e.10.

4.3.9 The Enforcement Mechanisms to practice the program

Table 4.11 One-sample mean response test on Enforcement Mechanisms

	Variables	Obs	Exp. Mean	Actual Mean	Std. Dev	Sig.(2-tailed)
1	National & Regional bureau has formulated policies, strategies, standards & guidelines that encourage schools to implement the tutorial program.	18	3	3.5	1.424	.155
2	Quality education team has enacted rules, regulations and monitoring mechanisms foster SBTP implementation.	18	3	3.4	1.503	.227
	Sum		6	6.944	2.899	.185

Source: Own survey (SPSS result, 2020)

The above table 4.11, item 1 result shows that, the mean response of teacher respondents for formulated policies, strategies, standards & guidelines that encourage schools to implement the tutorial program is presented well in the secondary school to direct the tutorial program because the mean response of teacher respondents greater than the expected mean which is greater than the expected mean ($3.5 > 3$). The result disclosed that National & Regional bureau has formulated policies, strategies, standards & guidelines that encourage schools to implement the tutorial program. Similarly as, MoE (2010), standard recommended that, School polices, regulations and procedures are effectively communicated and followed.

Similarly, in the same table, item 2 result shows that, the mean response of teacher respondents for quality education team has enacted rules, regulations and monitoring mechanisms to practice the tutorial program is good in the school to direct the tutorial program because the mean response of teacher respondents greater than the expected mean which is greater than the expected mean ($3.4 > 3$) The result disclosed that a quality education team has enacted rules, regulations and monitoring mechanisms to foster school-based tutorial program implementation. The key informant Interviewee with Woreda experts result confirmed that, regarding on the formulation of policies, strategies, standards, guidelines as well as enacted rules, regulations and monitoring mechanisms to foster School-based tutorial program implementation was well

organized and presented in the schools by national & regional education sectors direction, the only problem is implementation.

Table 4.12 One-sample mean response test on Enforcement Mechanisms in the school

	Variables	Obs	Exp. Mean	Actual Mean	Std. Dev	Sig.(2-tailed)
1	Schools management, developing plan & schedules of the tutorial program.	140	3	2.36	1.087	.000
2	The School post the prepared plan, & schedules of the tutorial program on board.	140	3	2.53	1.202	.000
	Sum		6	4.88	2.067	.000

Source: Own survey (SPSS result, 2020)

The above table 4.12, item 1 result shows that, the mean response of respondents for Schools management developing plan, & schedules, to practice the tutorial program is low because the mean response of respondents less than the expected mean which is significantly less than the expected mean ($2.36 < 3$). The result revealed that school managements including teachers, which is, not used tutoring plan & schedules of the tutorial program; they facilitate the program without the stated plan of the school.

In the same manner, item 2, result shows that, the mean response for the School post the plan, & schedules on notice board for students is low because the mean response of respondents less than the expected mean which is significantly less than the expected mean ($2.53 < 3$). This indicates that the student is difficult to know the schedule of tutorial program and difficult to prepare themselves before the program.

The cumulative result of tutoring practice using one sample test: Survey respondents were to figure out their level of agreement on the status of their school to effectively practice of school-based tutorial program, most of surveyed respondents expressed their lower level of agreement on the actual progress, and effectiveness to practice and implement school based tutorial program. Hence, the sum mean response of sample respondents in the practice of school based tutorial program is 50.23, and the expected is 57, which is significantly lower than the sum expected mean. Generally, the result indicates on practices of school based tutorial program in sample secondary schools are not good.

4.4 Contribution of school based tutorial program implementation

Sixteen statements were articulated to assess respondents' opinion towards contribution of school-based tutorial program implementation in secondary school students in the study area. The sum mean response of those sixteen variables to address the contribution of school-based tutorial program. Therefore, it is better to see each contribution one by one to understand the individual contribution of school based tutorial program separately.

Table 4.13 One-sample mean response test on contribution of implementing SBTP.

Variables	Obs	Exp. Mean	Actual Mean	Std. Dev	Sig.(2-tailed)
School based tutorial program:					
1. Helps increase the level of participation in the classroom differ from the regular class.	140	3	3.63	1.153	.000
2. Can improve the relationship with their friends (social interaction)?	140	3	3.65	1.112	.000
3. Can improve the Individual and unique learning experience?	140	3	2.36	1.171	.000
4. Can improve one on one attention experience?	140	3	2.53	1.293	.000
5. Can improves attitude towards learning & school?	140	3	2.48	1.141	.000
6. Can encourages self-paced and self-directed learning?	140	3	2.45	1.095	.000
7. Can improve self-esteem and confidence?	140	3	3.55	1.171	.000
8. Can improve working habit?	140	3	2.84	1.167	.098
9. Can encourage Positive work space	140	3	2.53	1.160	.000
10. Can helps to encourage independence & responsibility?	140	3	2.68	1.293	.004
11. Helps to Overcome learning obstacles?	140	3	3.63	1.153	.000
12. Helps to encourage freedom to ask questions?	140	3	3.59	1.181	.000
13. Can improves social and behavioral skills?	140	3	3.26	1.179	.009
14. Can increases ability to manage one's learning?	140	3	2.24	1.057	.000
15. Prepare students for preparatory education	140	3	3.69	1.259	.000
16. Can improve Academic Achievement?	140	3	3.02	1.202	.833
Sum	140	48	48.185	6.243	.725

Source: Own survey (SPSS result, 2020)

Increased Classroom Participation: The above table 4.13, item 1 results show that, the mean response of respondents for level of participation in the classroom in the School-based tutorial program is important to increase the level of participation, because the mean response of respondents which is significantly greater than the expected mean ($3.6 > 3$). And, also the key informant interviewees with school principals confirmed that, the tutorial program is more important to increase participation for academically weak students because in the regular class these students are afraid to freely participate within their friends but in tutorial class they are freely participated because they are the same academic level of achiever students interact with them. This finding consistent with (Ali, Anwer and Abbas 2015) finding, Tutoring has a very positive impact on the learning of students which are usually less hesitant to ask questions from their tutors. They do not feel uncomfortable with a peer as they might feel with a teacher. This really helps learners that they feel the tutor is on the same level and if he can do it, they can do it.

Relationship with their friends: Similarly, in the same table, item 2 result shows that, the mean response of respondents the relationship with their friends (social interaction) is good because, the mean response of respondents greater than the expected mean which is significantly greater than the expected mean ($3.65 > 3$). The result disclosed that the school-based tutorial is important for strengthening relationship with their friends and for social networking because they contact out of regular class. Therefore, this implies that, tutoring can help students to develop better communication skills and build better relationships with peers inside and outside of the classroom. This finding consistent with (Carnine, Marchand-Martella, Hofmeister & Farkas, 2002) finding, tutoring program help to create new friendships, Promotes emotional support, and positive role models.

Improvement on Individual and unique learning experience: In the same table, item 3 result shows that, the mean response of respondents in improvement of the individual and unique learning experience The improvement of individual and unique learning experience in the selected secondary school is low because the mean response of respondents less than the expected mean which is significantly less than the expected mean ($2.36 < 3$). The result revealed that the student has not developed self-learning experience due to the tutorial program because the current practice of tutorial program was weak in the study area.

Improvement on one on one attention experience: In the same table, item 4 result shows that, the mean response of respondents in the improvement of one on one attention experience of students is low, because the mean response of respondents which is significantly less than the expected mean ($2.53 < 3$). The results revealed that student they can't develop an individual learning style and adapt teaching methods accordingly, don't able to discuss within friends without involving anyone else.

An improvement on attitude towards learning and the school: In the same manner, item 5 on the improvement of attitude towards learning and the school result shows that, the mean response to the attitude towards learning & school on tutorial program is low because which is significantly less than the expected mean ($2.48 < 3$). The result indicates tutorial program is not become fun for students with constant encouragement, and the student was longer feeling frustrated with school.

Encouragement on self-paced and self-directed learning: In the same table, item 6 on the encouragement of self-paced and self-directed learning shows that, the mean response is under the expected men ($2.45 < 3$). The result revealed that tutorial program participant students are not developing initiatives for dealing with a particular problem or for achieving a particular purpose.

Improvement on self-esteem and confidence: In the same table, item 7 result shows that, the mean response of respondents in the improvement of self-esteem and confidence is increase through tutorial program because the mean response of respondents is significantly greater than the expected mean which is ($3.55 > 3$) The result revealed Students' self-esteem and confidence was increase through tutoring. This implies that, tutoring helps to increase the student's motivation and attitude so, students can able to reach his/her full academic potential. This finding supported with (Carnine, Marchand-Martella, Hofmeister & Farkas, 2002) result, In general tutoring programs increases mastery of academic skills, improves self-esteem and confidence.

Improvement on work & study habit: In the same table, item 8 result shows that, the mean response of respondents in the improvement of working habit is low because the mean response of respondents less than the expected mean ($2.84 < 3$) The result revealed that student through tutoring have not develop for their working habit to successfully achieve their goals both inside and outside of school, and also not develop working habit for their life.

Encouragement for Positive work space: Similarly, in the same table, item 9 on the encouragement of Positive work space the result shows that, the mean response of respondents is below the expected mean ($2.53 < 3$) the result revealed that student through the tutoring lack of ability to focus on learning.

Encouragement of independence & responsibility: In the same table, item 10 result shows that, the mean response of respondents in the encouragement of independence & responsibility, students do not develop through tutoring because the mean response of respondents less than the expected mean ($2.68 < 3$). The result revealed that students in tutorial program don't develop the ability to do school work by their own, without another help, not realize their own personal growth and learn to take responsibilities for their studies.

Help in overcoming learning obstacles: In the same table, item 11 result shows that, the mean response of respondents in helping of overcoming learning obstacle, tutorial program is a solution to solve the problem because the mean response of respondents greater than the expected mean ($3.63 > 3$). The result revealed that student through tutoring was specifically targeted whichever aspect of learning when they having troubles, so tutoring program can help to develop a solution to solve faced learning obstacles.

Encouragement of freedom to ask questions: In the same table, item 12 result shows that, the mean response of respondents in the encouragement of freedom to ask questions in the tutorial session was high, because mean response of respondents are greater than the expected mean ($3.95 > 3$). The result revealed that at school, students in regular class might not always feel comfortable in asking questions in front of their peers with academically high achiever student, but Tutoring session is one mechanism to increase the participation of academically low students for asking questions, with feeling self-conscious. This finding consistent with (Ali, Anwer and Abbas 2015) Tutoring has a very positive impact on the learning of students which are usually less hesitant to ask questions from their tutors.

Improvement of social and behavioral skills: In the same table, item 13 result shows that, the mean response of respondents in the improvement of social and behavioral skills sufficient because the mean response of respondents is greater than the expected mean which is significantly greater than the expected mean ($3.26 > 3$). The result revealed that Tutoring

program was helping students become a better communicator, form better relationships with peers, and make more positive social and behavioral adjustments, This finding consistent with (Ali, Anwer and Abbas 2015) study, tutoring program uses as a sense of pride and accomplishment for having helped someone else, increased academic mastery. Enhanced sense of connection to their community, Valuable career related experience.

Increasing ability to manage one's learning: In the same table, item 14 result shows that, the mean response of respondents in the increasing ability to manage one's learning is low because the mean response of respondents indicates less than the expected mean ($2.24 < 3$). The result revealed that students have no competent on learning and not successful in managing their schoolwork, hence, this needs strong and structured tutoring program implementation.

Preparation of students for preparatory education: In the same table, item 15 result shows that, the mean response of respondents in Preparation of students for preparatory education school-based tutorial program is advantages because the mean response of respondents is greater than the expected mean which is ($3.69 > 3$). The result revealed that Students in tutorial program are heading off to preparatory education how to create study plans, develop advanced study skills, and learn superior time management skills. Similar study (Carnine, Marchand-Martella, Hofmeister & Farkas, 2002) supported that, Tutoring increases the time spent on reading. Tutoring also promotes better grades in school, better behavior, increased motivation, and increased employment and post-secondary options.

Academic achievement: In the same table, item 16 depicts that, the academic achievement after they attend the tutorial program the mean response of respondents is greater than the expected mean which is ($3.02 > 3$). The result shows that tutorial program improves students improved their academic achievement after they attend the tutorial program, The key informant Interviewee with principals and vice principals confirmed that, the academic achievement of students was not has been as the expected due to week practice of the program in the school. This finding was consistent with Fager and Nwrel, (2012), tutoring programs increases mastery of academic skills, improves self-esteem and confidence, Improves student's attitudes toward school, decreases dropout rates, Promotes emotional support and positive role models.

The cumulative result of tutoring practice contribution using one sample test: Survey respondents were to figure out their level of agreement on the contribution of existing practice of school-based tutorial program in the school, most of surveyed respondents expressed their high level of agreement on the presence of effective contribution for students. Hence, the sum mean response of sample respondents in the contribution of school based tutorial program is 48.18, and the expected is 48, but, the difference is less, which is insignificantly higher than the sum expected mean. Generally, the result indicates on contribution of school-based tutorial program in sample secondary schools have high contribution for some variables and the reverse is true for the remaining variables as detail discussed above separately.

4.5 Challenges of School based tutorial implementation

The listed statements were to assess existing challenges that hinder school based tutorial program implementation in the sampled Woreda secondary schools.

4.5.1 School related challenges

Table 4.14 One-sample mean response test on school related challenging factor.

Variables	Obs.	Exp. Mean	Actual Mean	Std. Dev	Sig.(2-tailed)
1. Lack of teacher's punctuality & frequent absence	140	3	3.35	1.086	.000
2. Inconsistency of the tutorial program	140	3	3.63	1.020	.000
3. Inappropriate time schedule for students	140	3	3.79	1.083	.000
4. Absence or shortage of instructional materials	140	3	3.75	1.158	.000
5. Inappropriate content of curricula	140	3	2.76	1.377	.000
6. Lack of follow up & monitoring	140	3	3.06	1.296	.013
7. Wrong selection of courses	140	3	2.11	1.233	.603
8. Irrelevant/less supportive teaching methods during tutorial	140	3	3.62	1.232	.000
Sum	140	24	26.06	4.537	.000

Source: Own survey (SPSS result, 2020)

Lack punctuality & frequent absence of teachers: The above table 4.14 item 1 shows that, the Survey respondents significantly greater than expected mean with a mean response of (3.35 > 3).

It shows that, Lack punctuality & frequent absence of teachers is a challenge that hinders the implementation of school-based tutorial program in the study area. This result indicates teachers not committed to teach and cover the stated schedule. The key informant interviewees (principals) also confirmed that, Absence of teachers in the class room is the actual problem and lack of punctuality also another factor to implement the program as well, in contrast to the finding of Siachifuwe, (2017); Teachers' punctuality to work is a vital factor or sub-variable of teachers' attitude to work, which can affect academic performance of students, Teachers who are always punctual to school can instill such attitude in students and this can result in good academic performance of the student.

Inconsistency of the tutorial program: In the same table, 4.14 item 2 shows, the respondents with a mean response of inconsistency of the tutorial program which means, variability of the schedule ($3.63 > 3$), the response implies the inconsistency of the tutoring program was a highly serious factor. The data gathered from the respondents show the inconsistency of the tutorial program in the study area schools was a highly serious factor.

Inappropriate time schedule: The above table 4.14 item 3 shows that, the respondents with a mean response of Inappropriate time schedule for students, which is significantly greater than the expected mean ($3.79 > 3$). The result indicates that, the inappropriate time schedule was a highly serious factor for school based tutorial program in the study area secondary schools.

Shortage of Instructional resource: Based on the survey result table, 4.14 item 4 discussed that, Shortage of Instructional resource, which is significantly greater than the expected mean ($3.75 > 3$). This result indicates that schools lacked classroom materials (Shortage of Instructional resource) laboratory chemical & rooms, enough ICT rooms & necessary materials, computers and inadequate library were highly serious factor for school-based tutorial program in the study area secondary schools. Consistent with the findings of this study, Siachifuwe, (2017) confirmed that, the non-availability of teaching or learning aids at the school and this hinders teachers to deliver as expected, hence affecting the learners' academic performance. Similarly, Ethiopian Education Development Roadmap (2018-30), Ethiopia in spite of the fact that many new initiatives such as book supply, teacher qualification, plasma education, new curriculum,

school improvement packages, etc. are introduced. One possible explanation could be that the system was accountability incoherent (vertically and horizontally) for learning outcomes.

Inappropriate content of curricula: Inappropriate content of curricula means the curriculum lacks quality and relevance too theoretical and that it fails to prepare students to the world of work, the content is too bulky not leaving enough space to reflect and allow deep learning. Curriculum should emphasize deep rather than broad coverage of important areas of knowledge, Authentic and contextualized problems of study and problem-solving that stresses skills development as well as knowledge acquisition. The Curriculum should also provide for individual differences, closely coordinate and selectively integrate subject matter, and focus on results or standards and targets for student learning Curriculum structure should be gender-sensitive and inclusive with diverse abilities and backgrounds. In all content areas, curriculum should be based on clearly defined learning outcomes and these outcomes should be grade-level appropriate and properly sequenced (Glatthorn & Jailall, 2000). Based on this concept, the above table 4.12 item 5 shows that, the respondents with mean response of inappropriate content of curricula, which is less than the expected mean is ($2.81 < 3.0$). The response implies that inappropriate content of curricula, was low influencing factor to implement school based tutorial program, The key informant interviewees principals, vice principal & Woreda expert also confirmed that, regarding on the content of curricula contents are stated and developed in better way in the school the only problem is implementation.

Lack of follow up & monitoring: In the same table, 4.14 item 6 shows that, the respondents with mean response of Lack of follow up & monitoring with mean response which is significantly greater than the expected mean ($3.06 > 3$). This result clearly tells us the role of school stakeholders on school-based tutorial program was low.

Wrong selection of course: above table 4.14 item 7 shows that, the respondents with mean response of wrong selection, of course, is not a challenging factor that hinder the implementation of school-based tutorial program with mean response of ($2.11 < 3$), which is lower than the expected mean. Which means no problem on the selection of course in the study area, The key informant interviewees (principals & vice principal) also confirmed that, regarding on selection of course are selected based on considering students' academic achievement and the difficulty of

the subject for the purpose of students' academic achievement and regarding to support students to be effective in terms of knowledge, skill and attitude and also for preparation of students for preparatory education.

Less supportive teaching methods: In the same table, 4.14 item 8 shows, the respondents with mean response of less supportive teaching methods during tutorial program, is which significantly greater than the expected mean ($3.5 > 3$) This result explained that, teachers use less supportive and teacher centered teaching learning method, and The key informant interviewees (principals & vice principal) also confirmed that, regarding on supportive teaching methods teacher teaching methodology is the same as regular class room there is no any difference they use the same activities and treatments. Students they don't get supportive teaching methods in line with MoE Standard active learning methods; MoE are defined as classroom activities like, group work, individual assignments, reciting, games, and question and answer among others during tutorial session. In contrast to this finding, the finding of Carron & Chau, (1996) stated that, teachers develop teaching methods and skills that take new understandings of how students learn into account. Just as curriculum should be student-centered and relevant, so should instructional methods. The limited view of teaching as presentation of knowledge no longer fits with current understandings of how and what students learn. Instead, instruction should help students build on prior knowledge to develop attitudes, beliefs and cognitive skills; as well as expand their knowledge base. Teaching styles in many places, however, remain traditional, teacher-centered and fairly rigid or even authoritarian teaching methods that facilitate active student learning rather than promote passivity and rote memorization represent a new and difficult paradigm for many teachers, but one that needs to be understood and put into practice if learner outcomes are to improve.

Therefore, the summery result shows that, school related factor were influential challenging for implementation of school-based tutorial program in South Achefer woreda selected Secondary School. Because, the sum mean response of 28.78 is significantly greater than the sum expected mean of 27.

4.5.2 Student related challenges

Table 4.15 One-sample mean response test on student related challenging factor.

Variables	Obs.	Exp. Mean	Actual Mean	Std. Dev	Sig.(2-tailed)
1. Lack of students interest	140	3	3.54	1.196	.000
2. Student home school distance	140	3	3.41	1.031	.000
Sum	140	6	6.95	2.058	.000

Source: Own survey (SPSS result, 2020)

Lack of student’s interest: Table 4.15, item 1, Lack of the student’s interest to participate in the tutorial program is challenging factor that hinder the practice of school-based tutorial program with mean response of the respondents ($3.54 > 3$), which is greater than the expected mean. This result explained that, student’s interest by itself is another problem to the implementation of school- based-tutorial program. Similarly, the key informant interviewees (principals & vice principals) also confirmed that, currently most of students are not interested to learn regular class as well as the tutorial class except few students, most students attend the class for the purpose of grade 10 completion, same students say I want to certificate for deriving license only these indicates the problem is not only school problem the students also another factor for tutorial program implementation. Students' interest also affects teachers teaching interest, when the student interest increases the teacher's teaching interest also increase, so it difficult to implement the tutorial program without students' interest, students are key to the implementation of school-based tutorial program.

Student home school distance: Table 4.15, Item, 2, Student home school distance also another student related challenging influential factor, which negatively affect the practice of tutorial program with the mean response of the respondents ($3.41 > 3$) which is greater than the expected mean .This result mainly shows that school home distance is affected students participation in tutorial program. The key informant interviewees principals and vice principal also confirmed that, most students come to school far from their home; tutorial schedule also adjusted before and after the regular class shift in these cases students not attended regularly because of distance factor.

Generally, Student related factor highly challenging factor that hinders the implementation of school-based tutorial program with a sum mean response of 6.95, which is greater than the expected mean 6.0.

4.5.3 Parent related challenges

Table 4.16 One-sample mean response test on parent related challenging factor.

Variables	Obs.	Exp. Mean	Actual Mean	Std. Dev	Sig.(2-tailed)
1. Parents low awareness towards benefit of tutorial	140	3	4.07	1.123	.000
2. Work load of students at home/ need labor of students	140	3	3.77	.876	.000
3. Low level of economy	140	3	3.55	1.177	.000
Sum	140	9	11.39	2.439	.000

Source: Own survey (SPSS result, 2020)

Parents low awareness towards the benefit of tutorial program: The above table 4.16 item 1 shows that, the respondents with mean response of parents lack of awareness towards the benefit of tutorial program which is highly greater than the expected mean ($4.07 > 3$). This result mainly shows that parents lack of awareness towards the benefit of tutorial is influential challenging factor that negatively affect the practice of school-based tutorial program. The key informant interviewees principals and vice principal also confirmed that, most student parents are illiterate they know only formal class they did not voluntary to send tutorial class most parents understand the tutorial class like recreation place because there is no any awareness creation related to tutorial program. The finding of this survey is consistent with Carron & Chau, (1996). Parents with little formal education may also be less familiar with in the school, limiting their ability to support learning and participate in school-related activities. Partnering with organizations that can affect student’s participation and parents must be and including in decision-making groups at the school.

Work load of students at home: In the same table, 4.16 item 2 shows that the respondents with mean response of work load of students at home/ need labor of students which is significantly greater than the expected mean ($3.77 > 3$). This result mainly shows that, workload of students at home and parents ‘need of student’s labor is affects students tutorial participation, On the other

hand the key informant interviewees principals and vice principal also confirmed that most students are born in rural area in a farmer family they learn there learnings parallel to families work it is so difficult to learn full of days because the tutorial program schedule is before and after the regular class, generally work load of students at home/ need labor of students affects school-based tutorial program participation of students.

Low level of economy: In the same table, 4.16 item 3 shows that, the respondents with mean response of low level of economy, which is significantly greater than the expected mean ($3.55 > 3$). This result mainly shows that economy is one of influenced challenging factor that affect the level of participation in School-based tutorial program, the key informant interviewees principals and vice principal also confirmed most students after class they work different type of income generating activates to get many for daily lives and educational purpose, so there is no enough time to attend the tutorial class.

Therefore, parent related factor, lack of awareness towards the benefit of tutorial program, workload of students at home (need of students labor) and low level of economy is the influenced factor that hinder the program in the study area with the sum mean response of respondents 11.39, which significantly greater than the sum expected mean 9.0.

4.5.4 Ethical related challenges

Table 4.17 One-sample mean response test on Ethical related challenging factor.

	Variables	Obs.	Exp. Mean	Actual Mean	Std. Dev	Sig.(2-tailed)
1	Violence of school cloth rules (Gowon) by teachers	140	3	3.60	1.367	.000
2	Violence of school closing rules (uniform) by students	140	3	2.18	1.195	.000
3	Chewing gum during tutorial session by teachers	140	3	1.86	1.008	.000
4	Chewing gum during tutorial class by students	140	3	3.38	1.249	.000
5	Appearance of Sexual harassment and assault by teachers	140	3	2.09	1.333	.039
6	Appearance Sexual harassment and assault by students	140	3	1.71	1.089	.013
7	Appearance Sexual harassment and assault by other people	140	3	1.49	.925	.000

8	Teacher inappropriate use of phone in class like call, chat, ringing	140	3	3.24	3.626	.443
9	Student inappropriate use of phone in class like call, chat, ringing, use earphone	140	3	3.94	1.124	.000
	Sum	140	27	23.47	5.817	.000

Source: Own survey (SPSS result, 2020)

Violence of school closing rules by teachers: Table 4.17 item 1 shows that, the respondents with mean response of Violence of school closing rules (Gowon) by teachers which is significantly greater than the expected mean ($3.6 > 3$). This result mainly shows that teachers in tutorial class they did not respect the school closing rules. On the other hand, the key informant interviewees principals and vice principal also confirmed, teacher behaviors affect the quality of the learning environment because students attention focuses on wearing style, teachers in regular class and in tutorial class totally difference wearing style, most teachers wear informal wearing style they wear carelessly.

Violation of school closing rules by students: Table 4.17 item 2 shows that, the respondents with mean response of Violence of school closing rules (uniform) by students, which is significantly less than the expected mean ($2.18 < 3$). This result explained that, Violence of school closing rules (uniform) by students is less ethical factor in school based-tutorial program.

Chewing gum during the tutorial session by teachers: In the same table, 4.17 item 3 shows that, the respondents with a mean response of Chewing gum during the tutorial session by teachers which is significantly less than the expected mean ($1.86 < 3$). The result show that Chewing gum during tutorial session by teachers is not challenging ethical factor.

Chewing gum during tutorial session by students: In the same table, 4.17 item 4 shows that, the respondents with mean response of chewing gum during tutorial session by students which is significantly greater than the expected mean ($3.38 > 3$). This results indicates that unethical students are found in the classroom, the key informant interviewees principals and vice principal also confirmed that, most students Chewing gum with sound because they assume as energizer mechanism for them but, other students are disturb by chewing others gum, and all students have no the same objective to attend the tutorial session, few students are interested and work hard for to increase the academic achievement but in opposite others are for refreshment purpose.

Appearance of Sexual harassment and assault by teachers: In the same table, 4.17 item 5 shows that, the respondents with mean response of Appearance of Sexual harassment and assault by teachers which is significantly less than the expected mean ($2.08 < 3$). This result indicates that Sexual harassment and assault by teachers is low factor for school-based tutorial program implementation.

Appearance of Sexual harassment and assault by students: In the same table, 4.17 item 6 shows that, the respondents with mean response of Appearance of Sexual harassment and assault by students which is significantly less than the expected mean ($1.71 < 3$). This result indicates that Sexual harassment and assault by students is not influence factor for school-based tutorial program implementation.

Appearance of Sexual harassment and assault by other peoples: In the same table, 4.17 item 7 shows that, the respondents with mean response of Appearance of Sexual harassment and assault by other peoples which is significantly less than the expected mean ($1.49 < 3$). This result indicates that Sexual harassment and assault by other people is not challenging factor for school based-tutorial program implementation.

Teacher inappropriate use of phone in the class: In the same table, 4.17 item 8 shows that, the respondents with mean response of teacher inappropriate use of phone in the class which is significantly greater than the expected mean ($3.24 > 3$). This result indicates that teachers in tutorial session didn't switch off their phone, for different purpose. the key informant interviewees principals and vice principal also confirmed that most of teachers in tutorial session they give group work for students and they use mobile phones for different purpose for calling and freely transfer their information in the classroom and using head set, generally teachers in tutorial session they lost same ethical issues in the classroom.

Students inappropriate use of phone in the class: In the same table, 4.17 item 9 shows that, the respondents with mean response of students inappropriate use of phone in the class which is significantly greater than the expected mean ($3.94 > 3$). This result indicates that students in tutorial session were used, their phones inappropriately, which is challenging ethical factor. The key informant interviewees (principals and vice principal) also confirmed that, most of students in tutorial session were perceive sense of freedom & oblivion schools rule and regulations due to

this reason students freely used Mobil phone and disturb other seriously attended students and the teaching learning process.

Therefore, the summery result ethical related factor shows that, generally ethical related factor are not a challenging factor for the implementation of school-based tutorial program in the study area secondary schools. Because, the sum mean response of the respondent 23.47 is significantly lower than the sum expected mean of 27.

Generally, using the five point Likert scales measurement the sum of the actual mean is (67.87). The sum expected mean is (66) Thus, the result shows that the sum of the actual mean is above the sum expected mean, Therefore, the general view of the result mainly showed that, there are challenges that hinder the implementation of school-based tutorial program.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter entirely focused on aligning findings of the study with that of formulated objectives, which enable to illustrate conclusions that have been reached. Based on the findings of the study relevant recommendations are also included in order to point out possible measures that can be taken by sampled secondary schools to improve their practice to implement school-based tutorial program.

5.1. Summary

The main objective of this study was assessing the Practices, Challenges and Contributions of School-Based Tutorial Program in Some Secondary Schools of South Achefer Woreda, Amhara Region. To achieve the objective of the study, the following basic questions were formulated: What does the practice of school-based tutorial program look like in the study area? How do students and teachers perceive the contribution of tutorial program and what are the major challenges that negatively affect school-based tutorial program implementation in the study area? Are basic questions about the study. The study employed descriptive survey design and made use of quantitative and qualitative research approaches. To get valid and reliable information, this study obtained data from both primary and secondary sources. The primary sources were students, teachers, school principals, vice principals and Woreda education experts by using questionnaires and semi structured interview. The secondary sources were different documents related to school-based tutoring program. Purposive, stratified & systematic sampling technique was employed in the study and variables (statements) was measured using a 5-point Likert scale. One-sample t-test was used to analyze the quantitative data. Both quantitative and qualitative data analysis techniques were employed. Statistical tools of data analysis are utilized throughout the analysis process. The study utilized integrated with SPSS 20 version software package to analyze the quantitatively surveyed data. Percentages, mean values, frequencies and mean comparison test analysis are among descriptive data analysis techniques.

5.2. Major Findings

- Regarding schedule to start tutorial program, 90 (78.8%) students explained that their schools didn't start tutorial sessions along with the beginning of the regular teaching learning

process, all 18 (100%) teachers disclosed that their schools didn't have the experience to launch tutorial program equivalent with the beginning of the school year.

- Major reasons behind the failure of most schools to start the tutor program were lack of coordination, low level of interest of students on the program.
- The subject prioritization analysis clearly tells us that natural science subjects (Mathematics, Physics, Chemistry & Biology) and English language are the hard subjects and commonly need extra efforts and class to support the performance of students with respective to their grades.
- Both students and teachers used subject matter difficulty as a measurement of selection for tutorial program. On the other hand, key informant interviewees with the principal and vice principals also support the reasons for selection of the subjects due to the government policy of 70% in the preparatory should enter natural science and 30% social science
- That arrangement of the tutorial program for students' per week in the three schools was different and most of student's responded the tutorial was given one day in a week.
- Months given to the tutorial program within the academic year are not sufficient. However, key informant interviewees (Principals) confirmed that, schools had arranged tutorial programs throughout the year, a large gap was observed between the plan and actual implementation progresses.
- The difference among teachers and students in terms of figuring out allocated hours for the program per subject as well as in a day implies that the program was not organized properly and this could be due to the fact that teacher responded merely referring the designed schedule, while response of the students is based on the actual reality on the ground. In support of this finding, key informant interviewees asserted that most teachers have attended tutorial program sessions merely for the sake of placing their signature that could help them to maintain their performance evaluation rather than not aiming to improve the academic status of their students.
- Both students and teachers have a consistent understanding on the insufficiency of the allocated time for the program.
- Mostly the school management did not make follow up of the tutorial program regularly. As per the researcher observation during data collection, schools lack readily available documents including; separate tutorial program plan, timetable, mark list and roster for the

tutorial program which are indications of failure to assess the progress of students in regular bases.

- Regarding to assessment, most of the teachers used common assessment methods, while students and teachers have different response towards applied assessment tools which shows the existence of immense gaps in implementation of the program as per the GIQIP recommendations. GIQIP interventions over the last nine years adheres that student centered methods and Normative Continuous Assessments (NCA) are recommended tool to assess performance of students, the result revealed that the tutorial program in the study area hasn't been implemented as per the principles set by GIQIP interventions strategy (Ethiopian Education Development Roadmap, 2018-30).
- Regular attendance of students is a key to success not only for tutorial program, but also for regular academic classes. But finding shows that students didn't attend the program regularly, which indicates the existence of students' frequent absenteeism from tutorial classes. Besides, female students have low participation compared to male counterparts to take part in the program; disabled children are also disadvantages and have low participation in tutorial education compared to normal children since teaching learning process are not comfortable and lack additional educational material to support their attendance. Urban students are more likely to participate compared to rural students due to the fact that rural children are expected to travel long distance to attend the program, where the program is also arranged at the opposite shift session of their regular classes. Hence, it become challenging to attend tutorial sessions after completing the regular education classes.
- The responsibility for selection of course is school management teams.
- Regarding to the providing of the tutorial program, 100% teachers responded that only teachers responsible for providing the tutorial program.
- Teachers teach the tutorial class is not a matter of voluntarily it is mandatory to teach the tutorial program with in specialized subjects, teachers are selected to provide the tutorial based on the related major field of study they teach in the regular class.
- The student's selection criteria for providing a tutorial program are based on academic achievement.

- Teachers haven't got an orientation how to teach the tutorial program, the study implies teachers were participating in the tutoring program without taking an orientation on how to give school based-tutorial program throughout the sampled secondary schools.
- Regarding to coordination (integration work) the result shows that all school actors (teachers, Principals, vice principals & Woreda education experts) is not interactively working with each other to become the tutorial program effective except teachers' effort. Because, the sum mean 8.42 less than the expected mean i.e.9.
- The school principal and teachers, professional support were better as compared parents, PTA & Woreda education experts, because the actual mean of principal & teachers greater than the expected mean (i.e. 3.31 & 3.91 > 3) respectively.
- Regarding to Available resource of the program, student text Books in all secondary schools in the study area were distributed and used students sufficiently. While, classrooms for tutorial session is not adequate in the study area. Most of the time tutees not start their class on time due to the class room problem and some are go back to their house, And also, instructional material are insufficiently like Science laboratory room & chemical for biology & chemistry lab test, computer laboratory material (i.e. Computer & chair) they use one computer for five and above also some students attend the lesson without a chair by moving here and there.
- In addition, in the study area secondary school not have enough reference materials in the library, and also not have digital library, it is difficult to run students with current technology and it is difficult to enhance academically low students.
- Also the study showed that in the sampled secondary schools were not well practiced tutoring plan & schedule, even if they have access of national & regional program supporting enforcement mechanisms, education policy, strategy, guideline, school improvement program & GTP plan but they haven't implemented.
- Related to contribution most of respondents agreed that, School-based tutorial program implementation is important to increase the students level of participation, improved the relationship with friends, self-stem & confidence, helps to overcome learning obstacles, encouraged freedom to ask questions, improved social & behavioral skills, prepared for preparatory education and academic achievement. Because the mean response of respondents

in all statements which is significantly greater than the expected mean in the study sampled secondary school.

- The study shows that, School-based tutorial program implementation is not contributing to improve individual & unique learning experience, improve one on one attention experience, improve attitude towards learning & school, encourage positive work space, encourage independence & responsibility and ability to manage ones learning. Because the mean response of respondents in all statements which is significantly less than the expected mean in the study sampled secondary school due to the consequence of low practice (implementation) school-based tutorial program.
- Lack of teachers punctuality & frequent absence, inconsistency of the tutorial program, inappropriate time schedule, shortage of instructional materials, Lack of follow up & monitoring & less supportive teaching methods were major challenging factor of school related factors that negatively affecting school-based tutorial program implementation.
- Lack of students' interest and student home school distance were major challenging student related factors that hindering school-based tutorial program implementation.
- Low level of economy of students' family, workload at home and parent low awareness towards the benefit of the tutorial program class were major challenging of parent related factors that hindering school-based tutoring program implementation.

5.3. Conclusions

The finding shows that, majority of respondents confirmed, the time allocated for students school-based tutorial program was not sufficient, Both students and teachers have consistent understanding on the insufficiency of allocated time for the program. Regarding on schedule to start tutorial program, along with the beginning of regular teaching learning process, the finding implies that schools did not start a tutorial program for students' along with the regular teaching learning process.

In the study area sample secondary school the criteria for providing tutorial program for students was low academic performance studentes , selected by the classroom teachers and school administration based on by their academic achievement.

The study shows that only teachers were responsible to providing the tutorial program and teachers get different type of benefit when teaching the tutorial program these are Efficiency for

the purpose of education opportunity and they get career development when they are actively participated in school practice. The study shows teachers were participated in the tutorial program without taking an orientation on how to give school based tutorial program throughout the sampled secondary school and students they did not attend their tutorial program regularly the major reasons given for the attendance problem were tutorial schedule problem, & Home distance factor. The study shows that the coordination of principal to the tutorial program is low. The finding shows the study area sampled secondary school is not coordinate with parents of the student in case of different reasons the support of students' Parents and PTA were low and the result shows that the sufficient of resource is not enough for the implementation of school-based tutorial program in the study area.

The finding show that the implementation of school-based tutorial program in sampled secondary schools contributes on increase the participation of academically week students.the study shows that school-based tutorial is important for strengthen relationship with their friends and for social networking because they contact out of regular class. Therefore, this implies that, tutoring can help students to develop better communication skills and build better relationships with peers inside and outside of the classroom.

The study shows that related to the Preparation of students for preparatory education Students in tutorial program are heading off to preparatory education how to create study plans, develop advanced study skills, and learn superior time management skills.

The study shows related Lack punctuality & frequent absence of teachers shows that, Lack of punctuality & frequent absence of teachers is challenge factor that hinders the implementation of school- based tutorial program in the study area.

The study shows that schools lacked classroom materials (Shortage of Instructional resource) laboratory chemical & rooms, enough ICT rooms & necessary materials, computers and inadequate library were a highly serious factor for school-based tutoring program in the study area sampled secondary schools

The finding shows that inappropriate content of curricula was a low influencing factor to implement school based tutorial program, the problem is implementation.

Findings related to teaching methods explained that, teachers use less supportive and teacher centered teaching learning method. Students they don't get supportive teaching methods Under MoE Standard active learning methods are defined as classroom activities like, group work, individual assignments, reciting, games, and question and answer among others during tutorial session.

The study shows related to Parent awareness towards the benefit of tutorial program the result mainly shows that parents lack of awareness towards the benefit of tutorial it is influential challenging factor that negatively affect the practice of school-based tutorial program , the Principal & Vice Principal interview result reveals that, most student parents are illiterate they know only formal class they did not voluntary to send tutorial class most parents understand the tutorial class ,there is no any awareness creation related to tutorial program.

5.4. Recommendations

Based on the findings of the study, the following are the principal recommendations made to improve the practice of school-based tutorial program in the study area as well as that can be applied to similar secondary schools.

- Without the cooperation of the stakeholders and students 'school based tutorial program effectiveness of would be unthinkable. Therefore, the school stakeholder, woreda education experts and parents should interconnected and play a significant role in coordinating, monitoring and evaluating school-based tutorial program parallel to regular teaching learning process. .
- Lack of follow-up and monitoring of school-based tutorial practice was raised the major challenge that hinder the implementation of the school-based tutorial program, therefor the school management it-self evaluate themselves within circumstance, to know the weakness of management, identify and prioritize weakness and then try to work with the concerned body collaboratively in order to take each body their own responsibility with flexible and polite manner. .
- The Sufficiency resource in the sampled secondary school found in insufficient to practice the school-based tutorial program , these factors were a decisive factor to implement school

based tutorial program, it is difficult to run students with current technology and it is difficult to enhance academically lower students, therefore, woreda education experts and principals should give emphases for adequate resources to implement the program.

- Enforcement bodies, including Ministry of education, regional Bureau of Education, and concerned stakeholders, NGOs are required to intensify work with secondary schools through capacity support and regulate the implementation process of school based-tutorial program as per the developed tutoring related plan.
- Bureau of education and school management should arrange intensive capacity building training programs in order to equip teachers, unit leaders, school supervisors and Woreda education experts with required practical school based-tutorial program implementation strategy knowledge and skill to implement school based tutorial program.
- Currently the tutorial program was weakly organized and less institutionalized practice, Therefore, every concern body by developing & practicing the stated strategies for the usefulness of the program taking useful measures and to organize the program.
- Schools shall start the tutorial programs equivalently at the beginning of the academic year rather than using as exam preparation tool and compensation for teaching learning gaps created due to different reasons.
- Related to the arrangement of tutorial program for students, both students and teachers have a consistent understanding on the insufficiency of the allocated time for the program. Therefore, the school by considering the interest of students and should allocate adequate, compressive & participatory schedule for better implementation of the program.
- Following on the existence of regular follow-up on the program, the survey result indicates that most of the teachers used common assessment methods, while students and teachers have different response towards applied assessment tools which shows the existence of immense gaps in implementation of the program as per the GIQIP recommendations, therefore responsible bodies should be practiced GIQIP interventions it adheres that student centered methods and Normative Continuous Assessments (NCA) are recommended tool to assess performance of students.

- The study revealed that the majority of students themselves asserted that they did not attend the tutorial program in a regular base; Regular attendance of students is a key to success not only for tutorial program, but also for regular academic classes, therefore the school management should give high attention to learners and teachers how they interact with each other, and highly control of monitoring & evaluation for better implementation of the tutorial program.
- The study shows that the absence of regular follow up mechanisms regarding on giving orientation, time table of the program, mark list and roster, time of discussion, and students attendance, Therefore, to make this program successful, Woreda education office should give high attention to cooperating, & evaluating learners, teachers and school management how implement the objective of the program.
- The finding shows that, Low level of economy of students' family and workload at home and parent low awareness towards the benefit of tutorial program were major challenges of parent related factors that hindering school-based tutoring program implementation Therefore, to solve these problem schools should be integrated with regional bureau. Parents and non-governmental organizations as they try to support students to follow their education properly
- The current practiced of the tutorial program contributes a low level of contributions to students so, it needs their own well-structured plan, vision, mission, objective, & strategy, to improve student's holistic performance (knowledge, skill & attitude) through school based tutorial program. Therefore, school principal, teachers and Woreda education experts, each other develop action plans and to perform based on the prepared plan.
- School-based tutorial program has multiple benefits; however the implementation in sampled secondary school was far beyond the stated plan. This needs close and coordinated efforts from teachers, principals, parents, students and the school management of each school to implement School based tutorial program in a sustainable way.

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APPENDICES

Appendix 1. Student Questionnaire

Student Questionnaire

Dear, Student,

This study is conducted for the fulfillment of MA thesis in adult education and community development, in Bahir Dar University. The main purpose of the study is assessing the practice, challenge and contribution of school based tutorial program for south Achefer worda high school students of grade 10. Thus, you are kindly requested to be considerate in answering the questions. Your cooperation in answering questionnaire is highly appreciated. Meanwhile, I assure you that, all the information obtained from respondents will be used only for the purpose of this research.

General direction: ·

You are not required to write your name ·

Indicate your response by circling ·the letter

Write short and brief answers or additional opinions, if any on the space provided · It is possible to use English and Amharic when giving comments

Thank you in advance for your cooperation!

Name of school_____

Woreda_____

Thank you!

Section 1-General Background Information about the Respondents

Direction: please indicate your personal information by circling the letter provided against the items.

1. Age? -----

2. Sex

1 .Male

2. Female

Section 2: issues related with the practices of school based tutorial program

1. How do you evaluate the way of tutorial program organization in your school?

5) Very good 4) Good 3) Medium 2) Poor 1) Very poor

2. Does your school start the tutorial program for students ‘along with the regular teaching learning process?

1) Yes

2) No

3. If your answer for question # 2 is No what do you think is the reason for the school's failure to start the tutorial program along with the regular classes (teaching learning program)?

1) Lack of coordination from the leadership for the program 2) Teachers' lack of interest 3) Students lack of interest 4) The matter of plan problem (scheduling) 5) if any other, specify -----

4. Which subjects are given higher emphasis for tutorial program in your school?

1. English 2. Matimatics 3. Biology 4. Chemistry 5. Physics 6. Geography

7. Others, specify -----

5. Based on question # 4 what are the reasons for selection of these subjects?

1) Difficulty of the subjects 2) Teachers interest to give the program 3) Students 'choice 4) school's decision to give priority for some subjects 5)If any other, specify -----

6. For how many days in a week the tutorial given to students?

1) One day 2) Two days 3) Three days 4) four day 5) five day 6) The whole week

7. For how many hours in a day the tutorial given to students?

1.1 hours 2.2 hours 3. 3 hours 4 . 4 hours 5. if other hour specify -----

8. For how many subjects in a week the tutorial given to students?

1) One 2) Two 3) Three 4) four 5) if other subject specify -----

9. How many courses in a day given to students?

1) One 2) Two 3) Three 4) four 5) if other subject specify-----

10. How long does the tutorial program take per subject in a day?

1) 30 minutes 2) 45 minutes 3) One hour 4) Two hour

11. Do you believe that the above stated allocated time is sufficient for the tutorial program?

5) Strongly agree 4) Agree 3) Neutral 4) Disagree 1) Strongly disagree

12. For how many months the tutorial program given within a semester?

1) 3 months 2) 4-5 months 3) 6-7 months 4) 8-9 months

13. Does the school stakeholders perform their work by coordinating each other to become the tutorial teaching learning process more effective? Rate your judgment based on the following pick points:

5) Strongly agree 4) Agree 3) Neutral 2) Disagree 1) Strongly disagree

No	From	(5)	(4)	(3)	(2)	(1)
1	If you face any problem related with tutorial program, the school principal gives immediate response?					
2	If you have a question, related to the tutorial program issue, the teacher respond positive response?					
3	If you ask any issue related with tutorial program, the woreda education concerned body try to give immediate solution by coordinating with other stakeholders?					

14. The school guidance and counseling service can help students to get ‘benefit from the tutorial program?

5) Strongly agree 4) Agree 3) Neutral 4) Disagree 1) Strongly disagree

15. Does your school assess the progress after providing tutorial program?

1) Yes 2) No

16. If your answer for question number 15 is Yes what are the assessment methods commonly used by teachers?

1) Short tests 2) Class works 3) assignments 4) group work 5) If any other, specify-----

17. Do you attend the tutorial program regularly?

1) Yes 2) No

18. If your answer is no what is the main reason that could not attend? 1) Home distance factor

2) family work load 3) Ethical issue from d/t body 4) economic factor 5) Tutor schedule problem 6) if any please specify -----

Issues related with supports & facilities given for implementation of students’ school based tutorial program

19. Who stakeholders or school actors give more support to you the tutorial teaching learning process to be more effective? Please put a “X” mark on the given alternatives?

	From	5) Strongly agree	4) Agree	3) undecided	2) Disagree	1) Strongly disagree
1	Principals					
2	Vice principals					
3	Teachers					
4	Your Parents					
5	PTA					
6	Woreda education					

	From	5) Strongly agree	4) Agree	3) undecided	2) Disagree	1) Strongly disagree
	supervisors					

20. How do you rate sufficiency of the following resources for students 'tutorial program? Please put a "X" mark on the given alternatives?

No	Item	High	Medium	Low
1	Classrooms for tutorial program			
2	Time allocated for tutorial program			
3	Textbooks			
4	Teacher's guide			
5	Reference materials			
6	Subject related instructional materials			
7	Please specify if any			

Section 3: Factors negatively affect students' school based tutorial program

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

21. How do you rate the seriousness of the following **school, student, teacher, parent & ethical related factors** which affecting negatively student's tutorial programs in your school?

No	Item	Scale				
		VH	H	M	L	VL
A	School related factors					
1	Frequent absence of teachers					
2	Inconsistency of the tutorial program					
3	Inappropriate time schedule for students					
4	Absence or shortage of instructional materials					
5	Inappropriate content of curricula					
6	Absence of school guidance and counseling service					
7	Lack of follow up & monitoring					
8	Wrong selection of courses					
9	Irrelevant/ less supportive teaching methods during tutorial					
10	If any other, specify					
B	Student related factors					
11	Level of interest					
12	Home school distance					
C	Parent related factors					
13	Low awareness towards benefit of tutorial					
14	Work load of students at home/ need labor of students					
15	Low level of economy					
D	Ethical related factors					

No	Item	Scale				
		VH	H	M	L	VL
16	Violence of school closing rules (Gowon) by teachers					
17	Violence of school closing rules (uniform) by students					
18	Chewing gum during tutorial session by teachers					
19	Chewing gum during tutorial class by students					
20	Appearance of Sexual harassment and assault by teachers					
21	Appearance Sexual harassment and assault by students					
22	Appearance Sexual harassment and assault by other people					

Section 4: issues related with contribution of students' school based tutorial program

22. How do you perceive the contribution of tutorial program? Please rate each item using the scales
 5) strongly agree (SA) 4) Agree (A) 3) Neutral (N) 4) Disagree (D) 1) strongly disagree (SD)

No	Item	Scale				
		SA	A	N	D	SD
	Do you believe that the tutorial program:					
1	Does the tutorial program increase the level of participation in the classroom differ from the regular class?					
2	Can improve the relationship with their friends (social interaction)?					
3	Can improve the Individual and unique learning experience?					
4	Can improve the One-on-one attention experience?					
5	Can improve attitude towards learning and school?					
6	Can encourage self-paced and self-directed learning?					
7	Can improve self-esteem and confidence?					
8	Can improve work habits?					
9	Can encourage Positive work space?					
10	Encourages independence and responsibility					
11	Helps overcome learning obstacles					
12	Encourages the freedom to ask questions					
13	Improves social and behavioral skills					
14	Increases ability to manage one's learning					
15	Prepares yourself for preparatory education					

23. Do you believe that, the tutorial program improve your academic achievement?

5) Strongly agree 4) agree 3) undecided 2) disagree 1) strongly disagree

24. What should be done to make the tutorial program more effective and useful for student?

Please list them-----

Issues related with Enforcement Mechanisms for implementation of students’ school based tutorial program

24. How do you evaluate the enforcement mechanism of tutorial program in your school? Please rate each item using the scales 5) strongly agree (SA) 4) Agree (A) 3) Neutral (N) 2) Disagree (D) 1) strongly disagree (SD).

Items	Yes			No	
1. Do you know the Regional bureau formulated policies, strategies, standards that encourage schools to implement the tutorial program?					
Items	5) SA	4) A	3) N	2) D	1) SD
2. Do you know regional & zonal education team has enacted rules, regulations and monitoring mechanisms to foster SBTP implementation?					
3. Do you know Schools management developing well-organized plan & schedules of the tutorial program?					
4. Does the School posts the prepared plan, & schedules of the tutorial program on board.					

Thank for your honest help!

Appendix 2. Teacher Questionnaire

Teacher Questionnaire

Dear teachers!

This study is conducted for the fulfillment of MA thesis in adult education and community development, in Bahir Dar University. The purpose of this questionnaire is assessing the practice, challenge and contribution of school based tutorial program for south Achefer woreda high school of grade 10 students. Therefore, you are kindly requested to give genuine, sincere and timely response to help the researcher make a reliable study. The researcher would like to assure you that your responses would be kept strictly confidential.

General direction: ·

You are not required to write your name ·

Indicate your response by circling the letter. ·

Write short and brief answers or additional opinions, if any, on the space provided · It is possible to use English and Amharic when giving comments.

Thank you in advance for your cooperation!

Name of school _____

Woreda _____

Section 1-General Background Information about the Respondents

Direction: please indicate your personal information by circling the number & putting a judgment provided against the items.

1. Age? -----

2. Sex

1 .Male

2. Female

3. Work experience/service year/? -----

4. Level of educational attainment at present

1, Diploma

2. B.A

3. M.A./M.Sc.

4. Other (specify)

5. Your field of study:

Major _____

Minor. _____

Section 2: issues related with the practices of school based tutorial program

20. How do you evaluate the way of tutorial program organization in your school?

5) Very good 4) Good 3) Medium 2) Poor 1) Very poor

21. Did you get an orientation on how to give a tutorial program for students?

1) Yes 2) No

22. Does your school start the tutorial program for students 'along with the regular teaching learning process?

1) Yes 2) No

23. If your answer for question no 2 is no what do you think is the reason for the school's failure to start the tutorial program along with the regular classes (teaching learning program)?

1) Lack of coordination from the leadership for the program

2) Teachers' lack of interest

3) Students lack of interest

4) The matter of plan problem (scheduling)

5 if any other, specify -----

24. Which subjects are given higher emphasis for tutorial program in your school?

1. English 2. Matimatics 3. Biology 4. Chemistry 5. Physics 6. Geography

7. Others, specify -----

25. Based on question # 5 what are the reasons for selection of these subjects?

1) Difficulty of the subjects 2) Teachers interest to give the program 3) Students 'choice 4) school's decision to give priority for some subjects 5)If any other, specify -----

26. Who selects the courses?

1. Principals 2. Teachers 3. School management teams 4) student 5) if other subject specify-----

27. Who provides the tutorial?

1. Teachers 2. School Principals & vice Principals 3. Model students 4. Voluntary persons

28. Do you get any type of benefit when giving tutorial class to students?

5) Strongly agree 4) Agree 3) Neutral 2) Disagree 1) strongly disagree

29. If you answer is Agree, what kind of benefit package included in the tutorial program for teachers when giving tutorial class?

1) Birr per period 2) material incentive 3) efficiency improvement 4) education opportunity

5) Awarded certificate/ Acknowledgment

30. For how many days in a week the tutorial given to students?

1) One day 2) Two days 3) Three days 4) four day 5) five day 6) The whole week

31. For how many hours in a day the tutorial given to students?

1.1 hours 2.2 hours 3. 3 hours 4 .if other hour specify -----

32. For how many subjects in a week the tutorial given to students?

- 1) One 2) Two 3) Three 4) four 5) if other subject specify -----

33. How many courses in a day given to students?

- 1) One 2) Two 3) Three 4) four 5) if other subject specify-----

34. How long does the tutorial program take per subject in a day?

- 1) 30 minutes 2) 45 minutes 3) One hour 4) Two hour

35. Do you believe that the above stated allocated time is sufficient for the tutorial program?

- 5) Strongly agree 4) Agree 3) Neutral 2) Disagree 1) strongly disagree

36. For how many months the tutorial program given within a year?

- 1) 3 months 2) 4-5 months 3) 6-7 months 4) 8-9 months

37. Does the school stakeholders perform their work by coordinating each other to become the tutorial teaching learning process more effective? Rate your judgment based on the following pick points:

- 5) Strongly agree 4) Agree 3) Neutral 2) Disagree 1) strongly disagree

No	From	(5)	(4)	(3)	(2)	(1)
1	If you have any problem related with tutorial program, the school principal give immediate response without externalize the issue.					
2	If you need support, related with tutorial program issue, your friend responds positive response without externalize the issue.					
3	If you provide any issue related with tutorial program, the woreda education concerned body give immediately a solution by coordinating with other stakeholders without externalizing the issue.					

38. The school guidance and counseling service can help students to get 'benefit from the tutorial program?

- 5) Strongly agree 4) Agree 3) Neutral 2) Disagree 1) strongly disagree

39. Does your school assess the progress after providing tutorial program?

- 1) Yes 2) No

40. If your answer for question number 20 is Yes what are the assessment methods commonly used by teachers?

- 1) Short tests 2) Class works 3) Assignments 4) group work 5) If any other, specify-----

41. Does the student attend the tutorial program regularly?

- 1) Yes 2) No

42. If your answer is no what is the main reason that could not attend? 1) Home distance factor
 2) family work load 3) Ethical issue from d/t body 4) economic factor 5) Tutor schedule
 problem 6) if any please specify -----

Supports & facilities for implementation of students’ school based tutorial program

43. Which stakeholders or school actors give more support to you the tutorial teaching learning process to be more effective? Please put a “√” mark on the given alternatives?

No	From	5) Strongly agree	4) Agree	3) undecided	2) Disagree	1) Strongly disagree
1	Principals					
2	Vice principals					
3	Teachers					
4	Your Parents					
5	PTA					
6	Woreda education supervisors					

25. How do you rate sufficiency of the following resources for students ‘tutorial program?

No	Item	High (3)	Medium (2)	Low (1)
1	Classrooms for tutorial program			
2	Time allotted for tutorial program			
3	Textbooks			
4	Teacher’s guide			
5	Reference materials			
6	Subject related instructional materials			
7	Please specify if any			

Section 3: Factors negatively affect students’ school based tutorial program

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

26. How do you rate the seriousness of the following school, student, teacher, parent & ethical related factors which affecting negatively student’s tutorial programs in your school?

No	Item	Scale				
		VH	H	M	L	VL
A	School related factors					
1	Frequent absence of teachers					
2	Inconsistency of the tutorial program					
3	Inappropriate time schedule for students					
4	Absence or shortage of instructional materials					
5	Inappropriate content of curricula					

No	Item	Scale				
		VH	H	M	L	VL
6	Absence of school guidance and counseling service					
7	Lack of follow up & monitoring					
8	Wrong selection of courses					
9	Irrelevant/less supportive teaching methods during tutorial					
B	Student related factors					
10	Level of interest					
11	Home school distance					
C	Parent related factors					
12	Low awareness towards benefit of tutorial					
13	Work load of students at home/ need labor of students					
14	Low level of economy					
D	Ethical related factors					
15	Violence of school closing rules (Gowon) by teachers					
16	Violence of school closing rules (uniform) by students					
17	Chewing gum during tutorial session by teachers					
18	Chewing gum during tutorial class by students					
19	Appearance of Sexual harassment and assault by teachers					
20	Appearance Sexual harassment and assault by students					
21	Appearance Sexual harassment and assault by other people					
22	Teacher inappropriate use of phone in class like call, chat, ringing etc.....					
23	Student inappropriate use of phone in class like call, chat, ringing, use earphone etc.....					

Section 4: issues related with contribution of students' school based tutorial program

27. How do teachers perceive the contribution of tutorial program? Please rate each item using the scales 5) strongly agree (SA) 4) Agree (A) 3) Neutral (N) 2) Disagree (D) 1) strongly disagree (SD)

No	Item	scale				
		SA	A	N	D	SD
	Do you believe that the tutorial program:					
1	Dose the tutorial program increase the level of participation in the classroom differ from the regular class.					
2	Can improve the relationship with their friends (social interaction)?					
3	Can improve the Individual and unique learning experience?					
4	Can improve the One-on-one attention experience?					
5	Can improves attitude towards learning and school?					
6	Can encourages self-paced and self-directed learning?					
7	Can improve self-esteem and confidence?					
8	Can improve work habits?					
9	Can encourage Positive work space?					
10	Can helps to encourage independence and responsibility?					
11	Helps to overcome learning obstacles?					
12	Helps to encourage freedom to ask questions?					

No	Item	scale				
		SA	A	N	D	SD
13	Can improves social and behavioral skills?					
14	Can increases ability to manage one's learning?					
15	Help to prepare yourself for preparatory education?					

28. Do you believe that, the tutorial program improve your academic achievement?

5) Strongly agree 4) agree 3) undecided 2) disagree 1) strongly disagree

29. What should be done to make the tutorial program more effective and useful for student?

Please list them-----

Section 5: Issues related with Enforcement Mechanisms for implementation of students' school based tutorial program

24. How do you evaluate the enforcement mechanism of tutorial program in your school? Please rate each item using the scales 5) Strongly agree (SA) 4) Agree (A) 3) Neutral (N) 4) Disagree (D) 1) Strongly disagree (SD)

Items	Yes			No	
	5) SA	4) A	3) N	2) D	1) SD
1. Regional bureau has formulated policies, strategies, standards that encourage schools to implement the tutorial program.					
2. Do you know regional & zonal education team has enacted rules, regulations and monitoring mechanisms to foster SBTP implementation?					
3. Schools management developing plan, & schedules of the tutorial program.					
4. The School posts the prepared plan, & schedules of the tutorial program on board.					

Appendix 3. Interview guide for school principals, vice-principals and Woreda Experts.

1. What is the major purpose of providing the tutorial? Why do you provide it?
2. Who are the beneficiaries of the program?
3. How do you select students for tutorial program/what is the criteria of selection?
4. Where and when is the tutorial program provided? Is the place and the time convenient for students to attend?
5. How are the teachers selected to provide tutorial program? Is it voluntary or mandatory?
Please explain
6. If you are providing tutorial voluntarily, what motivated you to provide the program?
7. Which subjects are given higher emphasis and why?
8. Which grade level is given emphasis and why?
9. What is the level of students' attendance in the program? Who attends most (male or female), the disable or the able ones, the rural or urban based students...? Why?
10. How do you evaluate the contribution of tutorial program on students academic achievement, self-confidence and others personal developments?
11. Do you think the tutorial programs being run are effective and efficient? If yes, what are the reasons? If not, what are the challenges that are negatively affecting the implementation of the program?
12. What do you suggest to improve the implementation of tutorial program in the future? Who should do what?