

ROLE OF TUTORIAL CLASS IN IMPROVING FEMALES' ACADEMIC PERFORMANCE IN CASE OF BULE HORA UNIVERSITY FIRST YEAR AGRICULTURAL ECONOMICS AND MIDWIFERY DEPARTMENT

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ABSTRACT

Ethiopia has been taking several measures to reduce the gender gap which is observed in the recent years. Gender issue has also incorporated as one of the priority agenda in the policies and programs. As a result; females have engaged in economic, social, and political decisions in the country. Education is one of the social factors where by gender disparity is reflected. In the field of education, the number of educated females is very low. As the grade level in school increases the number of female students starts to decline because of lots of factors. However; as a result of the efforts done throughout the country, the flow of female students to school has been increasing at a faster rate from time to time. But, the proportion and the participation rate of female at secondary level is still less and successful completion rates are not encouraging. A number of female students join higher institutions in the country, they are characterized by lower academic performance and higher forced withdrawal due to several factors such as family background, Environmental impact, course difficulty and language difficulties. The general objective of this study was to investigate the role of tutorial class to improve females' academic performance. The data will collect using different method namely, using structured questioner, interview and observation. Structured questionnaire was administered to 45 female students from both departments in Bule Hora University. The main objective was investigating role of tutorial class to improve females' academic performance. The questionnaire was designed in such a way that it enables to collect data on personal and socio-economic characteristics of female students.

KEYWORDS: *Agricultural Economics*

Article History

Received: 26 Apr 2021 | Revised: 28 Apr 2021 | Accepted: 30 Apr 2021
