

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*

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INTRODUCTION

Background of the Study

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. The elimination of gender gaps in all levels of education is an internationally agreed development goal in 2005.

Educating females is a powerful lever for their empowerment and poverty reduction since this helps to bring desirable change in their socioeconomic status, health, rights, and families as well as for the country. This indicated that education can translate them and their families into economic opportunities (Asmaru, 2010).

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. Consequently, higher education remains an area of learning from which women are less represented both as a student and staff (World Bank, 1988)

Statement of Problem

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 (Alemayehu, 2003). The attributing factors are low participation and performance as demand of labor, early marriage, non-awareness of value of education on the part of parents, low economic standards of family and some other school designated factors.

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 ((Teshome, 2002). Due to the above listed problem female students in higher education representation has a serious lifelong impact on their opportunities to participate in the country's political power sharing, economic privileges as well as social representations. Not only participate in political issues but also they are not enough to be success in their education. Majority of female students in higher institution affected by the problem listed above due to this their academic performance is low.

Even if, the admissions of female students are increased from time to time in in different higher institution their potential is not much effective. Similar to other higher institution the number of female students in BuleHora University significantly increased when it compared to 2015 2018(BH University's Registrar Office, 2018). Even though a number of female students join the different department their academic performance is low. So even if there are several factors that their academic performance, it is very important to find out the potential determinant factors that affect the academic performance of the female students in Agricultural Economics and Midwifery departments.

Objective of the Study

General Objective

The general objective of this study was to investigate the role of tutorial class to improve females' academic performance.

Specific Objective

Therefore, the objectives of this action research were

- To identify the major problems of female students' on their academic performance in thesedepartments.
- To identify the socio-economic characteristics of female students in these department
- To suggest possible solutions for the problems
- To give recommendations for desirable changes on the regards

Research Questions

- What is your attitude towards the Agro-Economics and Midwifery department?
- How do you rate your understandability of the media of instruction?
- Do you supported/motivated by your teachers and others?
- Do you clarify your doubts with teachers and others?
- Have you faced peer pressure in the university?

Proposed Action Plan

In order to take necessary measures it is important to take the following action

- Identify students scored below half of maximum point 15% or 20% from both department
- Asking the problem and identify the reason why they score low point.
- Proposing and assigning date for advice and giving tutorial class for those students
- Selecting chapter and giving tutorial class two days per week for two weeks
- Giving test from the given chapter for students
- Evaluating the difference between the before and after tutorial class
- Again giving tutorial class for 2nd time for both department
- Again giving test from selected chapter for both department
- Comparing the result pre and post tutorial class
- Giving recommendation for concerned body

LITERATURE REVIEW

In Ethiopia, education has started in 330 AD, but the need for modern education emerged and it was initiated in 1908 with the opening of Menelik II School in Addis Ababa. Moreover; the first education proclamation was issued in 1906 that stated all six year old boys and girls should attend school. The inclusion of females/girls in the proclamation itself was a breakthrough for traditional education, which was considered as an exclusive domain of men till then. The next proclamation by Empress Zewditu was another landmark in the history of female's education in Ethiopia, which forced parents to send their children to school, and failure to do so was to result in penalizing parents for violation of the law. Then the memorandum of education was adopted to create access to mass education, address gender equity, and promote literacy in the late 1944. Furthermore, Public Announcements of 1956 and 1964 were introduced to promote basic education for all and to create access by children of 7-16 years of age (Asmaru, 2010)

Next, Education Sector Review was witnessed in 1972 which was to create access to basic education, keep up quality and relevance of education, but the focus was non-formal education. Moreover, gender was not a point of attention in education during that time. It was the Education and Training Policy of 1994, which adequately started addressing some of the core issues in education in the country, such as access, relevance, quality and equity. This policy document clearly

addresses the participation of women in education at all levels (info.moe.gov.et/gendocs/FER.pdf).

Factors Affecting the Academic Performance of Females

According to different researches conducted in developing countries particularly in sub-Saharan Africa, there are several factors which influence the improvement of female education (Odaga and Heneveld, 1995). The factors include socio-economic, socio-cultural, factors related to the school environment, and political and institutional factors. A few of the vital factors affecting female academic performance are early pregnancy, psychological cost of pregnancy, direct cost of schooling, societal perceptions, the labor market, opportunity costs and family poverty (Nicola et al., 2008).

The results of study conducted on the issues related to gender gaps in Ethiopia reported that females in enrolment, retention and performance; low in performance, more in dropouts, more in absenteeism, and less in doing home works assigned from the schools (MOE, 2004a). In the country, female education is hampered mainly by sexual division of labor which confines female preferably employed at the household due to early marriage; unfavorable societal attitude towards the education of females and restriction on their physical movements in relation to the distance of the school from their homes (NCTPE, 2003).

Asmaru (2010) also indicated that the continuing gender gap in educational participation as well as high attrition rate and low performance of females are the major challenges in educational institution. The constraints include economic, cultural, school and societal factors.

Economic Factors

The academic performance of female students has links with socioeconomic factors. The most important of these factors include costs of schooling, limited employment opportunities, socioeconomic status, and the economic value of girls, rural/urban residence, and the level of parental education and their attitudes (Teshome, 2002)

Many household surveys conducted in East African countries indicated that higher school fees increase the dropout probabilities for female, but have no effect on boys (Lloyd, 2005). Distance to school /the absence of a nearby school has also stronger negative impact on female enrolments (Glick, 2008). Apart from tuition, such costs include house rent, registration and admission fees, examinations, and the cost of uniforms, extra tutorials and transportation. The economic wellbeing appears to be a strongly correlated with the school completion and enrolment in Ethiopia (World Bank, 1988)

Economic constraints seriously affect female education that result in limitation of purchasing the necessary educational materials, cosmetics, recreation and etc in higher education institutes (Melese and Fenta, 2009).

School Related Factors

Different researchers have pointed out as the school environment is one of the major factors that affect participation of female students. Factors like shortage of instructional materials, the attitude of teachers towards female education, inappropriate content of curricula, distance from home to school, poor administration of the school, absence of guidance and counseling service, facilities for personal welfare (World Bank, 1988).

The study conducted by UN on Violence against Children notes at schools showed that both physical and psychological forms can be expressed as punishment; discrimination; sexual or gender-based violence; bullying; fighting; gang violence; and violence via new technologies (Nicola et al., 2008).

Cultural Factors

Culture is one of the major constraints impacting on the female educational participation. This process starts in the family, continues in the school and in the society at large. There is deep-rooted cultural bias in Ethiopian society which plays a significant role in decisions to enroll and withdraw girls from school (World Bank, 2006). Religion is also associated with low female participation in Schools. This is due to the fear of parents based on the assumption that education promotes values and behavior for girls that are contrary to cultural norms (Odaga and Heneveld , 1995).

In addition, the cultural barriers exert strong and adverse influence on girls' education by early marriage, teenage pregnancies; traditional values of patriarchal society, and gender based violence (Diaw, 2010).

Parental Factors

The educational background of parents, numbers of children in the household, occupation, attitude towards female education, birth order of the child with in the household, social participation of parents are among the parental factors that play vital roles for the daughters' successful participation in education. These directly or indirectly affect females' education to attend schooling in a patriarchal society like Ethiopia (Panos, 2006).

Lack of Role Models

Female students coming from the country sides do not realize the aims of their learning in schools, due to lack of confidence of the benefits. This factor enforces the females unable to convince them the awaiting status and opportunities. In addition, the shortage of female teachers or successful cases around adds to this deficiency (Melese and Fenta , 2009).

Sexual Harassment

Sexual harassment by students and sometimes by teachers is another problem that causes females to withdraw from the university. Because, the social environment in which young women find themselves as they join higher education institutions is very different from what they seem to be familiar as they were under parental care and control (Tesfaye, 2006).

Poor Time Management

Poor time management among female students is another important factor that causes female students to dropout from higher education institutions. The students fall in love with students or individuals outside the campus who do not help them to study hard and become successful in their academic endeavors (Melese and Fenta , 2009)

Media of Instruction problems

Media of Instruction is the barrier for most of the female students particularly who come country side. This is more serious when the teachers themselves have language deficiency. This affects understanding of lessons in the class, writing examinations and in self studies. The language difficulty is a serious and adversely affecting factor for female education and academic performance (UNESCO, 2003).

METHOD AND MATERIALS

Study Area and Design

A cohort study design was conducted from April up to May 2018 in Agro-Economics and Midwifery first year students of BuleHora University. It is located 476 km south of Addis Ababa at the outskirts of Bulehora town.

Study Participants

The study participants will be all volunteer first year Agro-Economics and Midwifery female students who vary in age, socioeconomic status, background location. The students attending regular program will be in the study during the study period.

Data Collection

The data will collect using different method namely, using structured questioner, interview and observation. Structured questioners will be used to gather important information related to academic performance of female students of Agro-Economics and Midwifery students..

Data Analysis

The collected data will enter, cleaned, analyzed and perform by using SPSS version 20 statistical program. For different variable, frequency, 95% confidence interval and P-value of 5% will be used to compute the assessment the degree of association between dependent and independent variable.

Ethical Consideration

Ethical clearance will be obtained from the Institutional Research Review Committee of BH University and informed consent will obtained from the study participants and confidentially of any information will be maintained.

Expected OutPut

- Improved academic performance of female students.
- Identify the problems which affect the performance of academic performance of female students.
- Result of the student was improved.

RESULTS AND DISCUSSION

Descriptive Analysis

This chapter is mainly contained with the description and interpretation of the findings. As already stated, a structured questionnaire was administered to 45 female students from both departments in BuleHora 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.

Socio-Demographic Characteristics of the Respondents

As shown table 1, Out of 45 female students, 38 female students were from midwifery department and 7 female students were from Agro-Economics. The most frequent respondents' age groups were 18-22age groups which account for 36(82.2%). The mean age of the respondent was 19.32% years (Standard Deviation, SD = 4.95). The age of the

respondents ranges from 18- 25 years. 3 (6.7 %) of the females were married. The distributions of socio-demographic characteristics of 1st year female students from midwifery and Agro-Economics departments as shown below table 4.

Table 1: Distributions of Socio-Demographic Characteristics of 1st Year Female Students from Midwifery and Agro-Economics Departments, BuleHora University, Ethiopia, 2019

Variables	Frequency	Percent	
Age	< 18	2	4.4
	18-22	31	68.9
	23-25	12	26.7
Marital Status	Married	3	6.7
	Single	42	93.3
Background Address	Urban	7	15.6
	Rural	28	62.2
	Sem-urban	10	22.2
Parents' Economic Status	Poor	15	33.3
	Medium	23	51.1
	Rich	7	15.6
Occupation of Fathers	government employ	12	26.7
	Laborer/farmer	28	62.2
	private/merchant	5	11.1
Occupation of Mothers	government employ	5	11.1
	housewife	26	57.8
	private/merchant	14	31.1

Factors Affecting Academic Performance of Female Students

I. Factors Affecting Academic Performance

According to below table, Of the total female students, 12 or 26.7% of the female students affected by family background, like poor socio-economic status, illiterate and rural families. While 5or 11.11% of total female students affected by Environmental factors. 19(42.2%) of sample female students affected by course difficulty and about 9(20%) of female students were affected by language difficulty. These data shows that majority of female students in both departments affected by course difficulty which given by course instructors. The factors affecting academic performance of 1st year female students from **midwifery** and Agro-Economics departments explained as below table 2.

Table 2: Factors Affecting Academic Performance of 1st Year Female Students from Midwifery and Agro-Economics Departments, BuleHora University, Ethiopia, 2019

Variables	Frequency	Percent
Family Background	12	26.7
Environmental Factor	5	11.11
Course Difficulty	19	42.2
Language Difficulty	9	20

Source: Sample Survey, 2019

II. Understanding Medium of Instruction (Language)

As shown table 4.3, Of the 45female students, 27 or 60% of the female students have not understand medium of instruction since they have used their mother tongue language at high school level even medium of instruction is language is English not only the students but also the teachers used both Amharic and English or Afan Oromo and English when they delivery their course. While 18or 40% of total female students understand the medium of instruction. Out of 18 female students understood medium of instruction 3 students understand very well and 15 students understand somewhat. The problem of medium of instruction on academic performance of students shown as table 3.

Table 3: Understanding Medium of Instruction (Language) of 1st Year Female Students from Midwifery and Agro-Economics Departments, BuleHora University, Ethiopia, 2019

Variables		Frequency	Percent
Understanding Medium of Instruction	Yes	18	40
	No	27	60

Source: Sample Survey, 2019

III. Clarify Doubts with Teachers

According to table 4, of the 45 female students, 35 or 77.8% of the female students have not clarified doubts with teachers, when you do not understand the concepts and lessons in the class. While 10(22.2%) of the female students have clarified doubts with teachers, when you do not understand the concepts and lessons in the class. The data implies that majority of the female students afraid to ask question or any doubt because of difficult of medium of instruction. Table 4 below shows the ability of female students identify doubt with their teachers.

Table 4: Clarify Doubts with Teachers of 1st Year Female Students from Midwifery and Agro-Economics Departments, BuleHora University, Ethiopia, 2019

Question	Response	Frequency	Percent
Clarify Your Doubts with Teachers	Yes	35	77.8
	No	10	22.2

Source: Sample Survey, 2019

IV. Clarify your Doubts with Other Students

According to table 5, of the 45 female students, 38 or 84.4% of the female students have clarified doubts with students, when you do not understand the concepts and lessons in the class. While 7(15.6%) of the female students have not clarified doubts with students, when you do not understand the concepts and lessons in the class. According to table 5 below, female students Clarify doubts with other students than their teachers as shown below. The data implies that majority of the female students their peer group to ask question or any doubt because of they used their mother tongue while they communicating their peer group. Table 4.6 below shows the ability of female students identify doubt with other students.

Table 5: Clarify Doubts with Students of 1st Year Female Students from Midwifery and Agro-Economics Departments, BuleHora University, Ethiopia, 2019

Question	Response	Frequency	Percent
Clarify Doubts with Students	Yes	38	84.4
	No	7	15.6

Source: Sample Survey, 2019

V. Conducive Environments to Improve Academic Performance

As shown below table of the total female students, 23 or 51.1% of the female students suggested that tutorial class is the most important to improve their academic performance. While 14(31.1%) of females reported that advice or consultation is best alternative to improve their academic performance and the rest of 8(17.8%) of the females suggested providing necessary teaching material is best to improve their academic performance. The data implies that majority of the female students need tutorial class to improve their academic performance. Table 7 shows conducive environments to improve academic performance

Table 7: Conducive Environments to Improve Academic Performance of 1st Year Female Students from Midwifery and Agro-Economics Departments, BuleHora University, Ethiopia, 2019

	Response	Frequent.	Percent
Conducive Environments to Improve Academic Performance	Tutorial class	23	51.1
	Giving advice/consultation	14	31.1
	Providing necessary teaching materials	8	17.8

Source: Sample Survey, 2019

Implementation Action

I. Action Taken Before Tutorial Class

According to table 8, based up on problem identified the researchers gave first test out of 15% before tutorial class for both departments from their respective courses and from selected chapter. After the test was given for both departments 34(75.6%) of the female students were scored below pass mark or below 7.5/15. While 9(20%) of the female students were scored 8-12 points and the rest of 2(4.4%) of the female students were scored 13-15 points. The data shows that majority of the female students from both department scored below half mark or pass mark. While only few female students scored highest mark. Table 8 shows First intervention without tutorial class for female students in both departments.

Table 8: First Intervention without Tutorial Class of 1st Year Female Students from Midwifery and Agro-Economics Departments, BuleHora University, Ethiopia, 2019

Range of Point 15%	Frequency	Percent
1-7	34	75.6
8-12	9	20
13-15	2	4.4

Source: Sample Survey, 2019

II. Second Intervention

According to below table, for the second time the researchers gave 2nd test out of 15% After tutorial class for both departments from their respective courses and from selected chapter, for two days per week for two weeks. After tutorial is given the test was given for both departments out of 15%. Accordingly 23(51.1%) of the female students were scored below pass mark or below 7.5/15. While 16(35.6%) of the female students were scored 8-12 points and the rest of 6(13.3%) of the female students were scored 13-15 points. The result shows that the female students from both departments scored above half mark or pass mark after tutorial class have variation by 10(22.2%). And those scored below half point decreased by 9(20%). Table 9 shows second intervention with tutorial class of 1st year female students.

Table 9: Second t Intervention with Tutorial Class of 1st Year Female Students from Midwifery and Agro-Economics Departments, BuleHora University, Ethiopia, 2019

Range of Point 15%	Frequency	Percent
1-7	23	51.1
8-12	16	35.6
13-15	6	13.3

Source: Sample Survey, 2019

III. Third Intervention

Table 10 shows, the researchers gave 3rd test out of 15% after tutorial class was again for both departments from their respective courses and from selected chapter, for two days per week for two weeks. After tutorial was given the test was given for both departments out of 15%. Accordingly 12(26.7%) of the female students were scored below pass mark or

below 7.5/15. While 22(48.9%) of the female students were scored 8-12 points and the rest of 11(24.4%) of the female students were scored 13-15 points. The result shows that the female students from both departments scored above half mark or pass mark, after tutorial class was given the academic performance of female students scored above pass mark was increased by 33(73.3%). And those scored below half point was 12(26.7%). Table 10 shows third intervention after tutorial class.

Table 10: Third Intervention After Tutorial Class of 1st Year Female Students from Midwifery and Agro-Economics Departments, BuleHora University, Ethiopia, 2019

Range of Point 15%	Frequency	Percent
1-7	12	26.7
8-12	22	48.9
13-15	11	24.4

Source: Sample Survey, 2019

SUMMARY AND CONCLUSIONS

Conclusions

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. Such as family background, environmental factor, course of study and language difficulties are some factors.

A number of female students join higher institutions in the country, they are characterized by lower academic performance and higher forced withdrawal. Consequently, such inequity in higher education representation has a serious lifelong impact on their opportunities to participate in the country's political power sharing, economic privileges as well as social representations. To improve females academic performance sustainable tutorial class, advice or consultation as well as educational material support is important.

According data analyzed above, by providing tutorial class for the female students from both departments majority of female students improve their result .According to this data, after tutorial class was given the academic performance of female students scored above pass mark was increased by 33(73.3%). And those scored below half point was decreased to 12(26.7%).

Recommendation

Based on the finding the following recommendations are forwarded for all concerned bodies.

- Every teachers need to enhance and provide tutorial class not only female students but also for medium and lowest students to improve their performance.
- Institutional delivery/university/ should be well organizing and encourage teachers to participate on tutorial class.
- Policy makers, educational sectors and individuals should have to focus on to improve academic performance of students at all educational level
- Curriculum developers should include and improve time given for tutorial class in all courses.
- Gender coordinators, dean of colleges and department heads should have to follow the implementation of tutorial given on harmonized curriculum.

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