

JIMMA UNIVERSITY

COLLAGE OF SOCIAL SCIENCE AND LAW

DEPARTEMENT OF PSYCHOLOGY

ASSESSING THE IMPACT OF HOME TO HOME TUTORIAL
EDUCATION ON ACADAMIC ACHIVEMENT OF SCONDERY
SCHOOL OF JIREEN

A RESEARCH PAPER THE CASE OF JIREEN SCONDERY
SCHOOL PRESENT FOR DEPARTEMENT OF
PSYCOHOLOGY IN PARTIAL FULFILLMENT OF B.A DEGREE

BY: DEMELASH TSEGAYE

ADVISOR: - ZENEBE NEGEWO

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Table of Content

Table of Content	I
Acknowledgement	III
Abstract	IV
CHAPTER ONE	1
1. Introduction	1
1.2. Background	1
1.3. Statement of the problem.....	2
1.4. Objective of the study	4
1.4.1. General Objective	4
1.2.3. Specific Objective	4
1.4. Significance of the Study & Tutorial.....	5
1.5. Delimitation of the Study	5
1.7. Limitation of the Study.....	5
1.8. Operational Definition of Term	6
1.9. Ethical Consideration	6
CHAPTER TWO	7
2. Review of Related Literature	7
2.1. The Concept of Support System	7
2.2. Ways of Supporting Pupils.....	10

2.3. Extra- Curricular Activities.....	13
2.4. Types of Tutorial Education.....	14
CHAPTER THREE.....	18
3.1. Research Methodology	18
3.1.1. Study Area	18
3.1.2. Study Population.....	18
3.1.3. Source of Data	18
3.2. Data Gathering Instrument	19
3.3. Data Collection Procedure	19
3.4. Data Analysis	19
CHAPTER FOUR.....	20
4 Data Presentation, Analysis and Interpretation.....	20
4.1 Data presentation	20
4.2. Analysis and interpretation	32
CHAPTER FIVE.....	35
5. Summary Conclusion and Recommendation	35
5.1. Summary	35
5.2. Conclusion	38
5.3. Recommendations.....	40
Reference materials.....	41

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Abstract

Chapter one is an introduction part it involved background of the study which gives a general idea about the content of the study then general statement of the study which illustrates the researcher's specific area of interests to conduct his study comes then the basic research question like what is the impact either related to tutors or other that contribute to the student to benefit from the tutorial education what is the role of parents in the impact of home to home tutor support on students' academic performance and the specific objective identify factors related to tutors and performance. Number of respondents participated in this study was 6 in order to deal with the case the information was collected by using in-depth interview.

Chapter two deals with the review of related literature. It includes the concept of academic support system, ways of supporting pupils, concepts related to tutorial education and type of tutorial as a sub-topic.

Chapter three number of respondents participated in this study was 2 male and 4 female students are selected from existed 140 total population those who attend or get home to home tutorial support in Jireen secondary deals with the research methodology the study applies, which is a case study. The source of data for the study includes, students talking about home to home tutorials education, and the secondary data of students' grade report. For selecting the study area and purposive sampling technique for selecting the case respondent (beneficiary students) and secondary data of student's grade report from their school registrars are stated number the sub-topic data gathering instruments. The data collection procedure, data analysis and interpretation method are briefly explained.

The fourth chapter include data presentation and reflections on analyzed case. The case of six respondents from Jireen schools are presented in sub 4.2 and students academic report table in sub section 4:3 analyzed cases (students) and interpretation of student academic report table are respectively discussed.

The last, chapter five include the summery which briefly explained the major contents the study covers, the conclusion, which explains the major finding art of the study testifying the basic researcher question stated in chapter one are properly answer through the data gathered and the recommendation of the researcher are stated well. Important reference materials (books, unpublished materials and websites) used in the study are also attached it.

CHAPTER ONE

1. Introduction

The problem and its approach

This chapter deals with the problem and its approach it include introductory back ground statement of the study objective of the study delimitation of the study and objective of the study operational definition of terms

1.2. Background

The process of learning is not confined to incomplete period of. It emerged since the beginning of recovered history. Broadly interpreted learning begins both and continues throughout a person life span. In all societies education is many cultures and values accumulated over the year in his straggore for several and development from the psychological point of view education implies change and can be regarded as “process” or product as a process if embodies all those from of activits that fit on individuals for social institution from one generation to another. As a product the products of educationl include all those changes that have taken place as the result of an individuals participating in learning experiences grow out on individual.

Regarding the function of education the sates that “the function of education is conceived to the adjustment of human being to his her environment to the most enduring satisfaction that occur to the individuals and to the society.

The social is one of the sources of education on which the country’s progress and development to fully depends on student. That the country has invested a grate deal on should be educated and well controlled to make them capable in the near feature of running their contrary properly. The fact that learner differ in some particular aspects poses important questions and educator and

science the youth differ greatly in their ability interest and motives and it is not easy assignment to setup on educational program that gives special attention to the individual learner. It is the function of the school to provide adequate schooling for every learner no matter how much he/she deviates from other learners. School leaders and teacher are responsible for the education of the young people they must formulate their educational plan with knowledge that they youth should be offered and learned experiences within the limits of individual ability to achieve.

The cognitive achievement of African student is low compared to world standard and the evidence points to decline in recent years. Accordingly, the restoration and clarification of standard of academic performance are key to improving the qualities of education of all levels.

In recent years in urban areas like jimma many parents especially those with better income assign home tutor for their children who have academic difficult. This is because assigning a special tutors students would well contribute to improve academic achievement. However due to inadequate studies conducted there is little awareness among the parents and educationalists to what extent such tutorial support has contributed to improve secondary school students education achievement.

1.3. Statement of the problem

It is argued that each student is unique intellectually, economically, socially and physically. However most students in regular classes are taught without being given attention to their individual capacities and difference, thinking that the teacher is capable of meeting instructional need of all students equal in connection to this to meet the educational need of all students with low academic performance argued that the ecosystem approach offers specific and protocol measure which may lead to the enhancement of the overall

defectiveness of the school stressing as they do the power that is derived from appreciation of differing and giving consideration to human individuality.

According to the mot, EMIS (1995) the number of students who survived up to grade 9 is between 45% and 63%. This indicates that numbers of servitors very low due to class repitition and high drop out during. there is a need to have strong in support system to address individuals students academic needs and improve the academic achievement of student for better future student can be assisted in several ways to improve their academic achievement one of their ways is through tutorial education. In recent years in jimma a number of tutorial centers are created and providing tutorial service to students who have academic difficulties subject. To ensure mostery of these subject some families difficulties individual tutor for children to improve school performance. However many parents are unable to afford the cost of tutorial due to low income. some parent are not willing to tutorial due to their low attention (concern) for their children education and low level of awareness on the significance of tutorial education on student academic performance. As a result their contribution for improving students school outcome are little known education parents and the wider community. In connection to this, the student researcher rise following basic research question. Thus it would be a great beneficial for these actors of education specially students conducting study on the impact of tutorial education on the academic achievement of students with a home to home tutorial is the student researcher belief.

1. What is the impact of a tutorial education on student as perceived by the beneficiary such as in improving students performance?
2. What factor related to tutorials of (teacher) and student contribute the student to benefit from the tutorial support and increase their academic performance.
3. What is the level of parent awareness' in providing tutorial supports for their children? Are they aware of the benefit of tutorial education in improving their children academic performance as reported by the subject of study.
4. What is the students attitude towards their tutorial quality and ability of teaching?

1.4. Objective of the study

1.4.1. General Objective

The general objective of the study is to assess the impact of home to home tutorial education on academic achievement of student.

1.2.3. Specific Objective

More specifically the students were try to address the following objective

- ❖ To determine the level of parents' awareness. Tutorial class
- ❖ To examine the contribution of tutorial support in improving academic performance of beneficiary students
- ❖ To identify factors related to tutorial and beneficiary student that contribute to improve academic performance of student.
- ❖ To come up with useful recommendation that would enhance the participation of parent is facilitating tutorial support.

1.4. Significance of the Study & Tutorial

The study was provide additional theoretical in put for educational psychology and also additional supportive theoretical evidence in to the existence of the relationship between academic achievement and special support system which go in line with vigotskys idea in which he emphasized the significance of scaffolding (direct support) on student learning and Bronfer Brenner in his tutorial theory of ecosystem affirms the necessity of corporation among parents the clear educational professional in providing support system for improving students' performance.

1.5. Delimitation of the Study

The study was delimited in scope area a number of participants and time. The scope was restricted only to identify the impact of home to home tutorial on the academic achievement of student. This study was limited in grade nine (9) students in Jireen secondary school.

1.7. Limitation of the Study

The following has contributed to the short coming of the study

Because of the lack of adequate studies conducted in the topic, particularly in Ethiopia, shortage of time to complete the study, financial deficiencies and as time for collecting the data was at the end of second semester of the academic year and the case respondents were preparing for their final exam at the time collecting the necessary information through in depth interview was exhaustive and difficult. However, the student researcher has made a great effort to collect the necessary information. The other major limitation is the size of the sample group. As the study is a face a study the number of participant is limited to 6 beneficiary students. And this makes the generalization of finding impossible.

1.8. Operational Definition of Term

Home to home tutorial education :- refers to a supportive education in which a tutor is assigned to students home and provide special support to students in academic subject areas which they have difficulties.

Academic Achievement:- refers to actual average academic score of students obtained from student academic report scored.

Scaffolding:- refers to a process of directly helping student in the process of learning.

Impact:- a positive or negative consequence obtained as a result of tutorial support toward certain situation, but in this case the study was focus the positive & negative impact of tutorial support on student academic performance.

1.9. Ethical Consideration

There was a process before conduct the study area as the university was written the letter in permission to the administration of Jireen Secondary school and they given a permission for the research often fulfillment of the consideration should give approach for their contribution get full information from the viese president.

CHAPTER TWO

2. Review of Related Literature

2.1. The Concept of Support System

Behavioral psychologists believe that the environment he/she is exposed to influence the behavior of a young can be ascribed to home, school or community irrespective of his/her genetic factor. As agriculturalists say “a good seed by it self does not bring good result, optimal temperature adequate soil and protection from disease in order to be good fruit”

Similarly, a good student is the product of nurture and nature. A naturally gifted child in an inappropriate environment can't be a person she/he is destined because of the setting.

Moreover we all know that agriculturalists produce good harvest from poor seed by application of modern technologies. Analogously a child with certain difficulties or interests could be effective if identified and provided by support and encouraged in home and schools.

One important and seemingly obvious strategy for preventing academic failure is seeking help can be more beneficial than persisting. Unsuccessfully on one's own yet despite the availability of assistance that might prevent failure many children do not actively seek help with school work when it is needed (Nelson Goll, 1985).

In order to pursue the question of why student may be relevant to seek academic assistance it is necessary to consider help seeking from two perspectives as a learning strategy and social interaction process. First the child who seeks help assuming that help is necessary is owner of his/her

difficulty and needs. Importantly the child links this awareness to action in order to overcome the difficulty. In this sense, seeking assistance is a learning. Strategies for maintaining task involvement of not only a strategy of learning. Strategy for learning of individual child but also a social interaction process in the classroom (Cornol, 1989). Leid and Stone (cited in Mercer, 1997) described scaffolding as a teacher collaborating with a learner to provide the learner with what ever is needed for meaningful participation.

Paris and Winograd (cited in Mercer, 1997) stated that a key feature of scaffold instruction is a dialogue between a teacher and student that provides the learner with just enough support and guidance to enable the student to achieve a goal that would be impossible without the assistance.

Muschap (1994) presented the model of Thorp and Gollimore on ZPD as to how children's performance is assisted by others until they reached a level on which they can help themselves. Further, learning becomes internalized or optimized eventually. When the learning is lost or proven inadequate the children rely on further assistance from those who are capable others.

The model shows that there are different stages of development in a child's learning. Initially the child has some capacity which he previously learned. With the help and support of others he reached to capacity where he can help or assist himself. Then learning becomes automatized or internalized. If deautoimmunization occurs or learning proved to be inadequate the assistance of that they were require again.

The core idea behind is pupils need support and help from others who are in position to provide the required help to them so that they were achieve what is set as a goal in their education.

Academic help seeking necessarily involves from whom he or she potentially receives assistance. Help seeking. Exemplifies the critical role of social influence on learning and intellectual development(New Man. 1920).

Research on education and child development shows that there is a development level to be reached by learners through time for example, when children start formal schooling they come with a certain level of development as they learn. There is always deference between the level a child has reached and the level he is potentially capable of reaching (Wikipedia. Free encyclopedia 2009) in order for a child to reach to the level he is capable of reaching the guidance and collaboration of more skilled adult or peer is necessary. According to vygotsky (cited in wikipedia) a child pursues the adult as on example and slowly expands the capacity to do certain tasks without help. The difference between, what a child can do with and what he can do without assistance is called, accordingly to "vygotsky zone" of proximal development (ZPD)" Bourn 1994 Daniel 2004, Jonassen 1992, white bread 1996).

Based on the theory of vygotsky with bread argues that faced with bread argues that any particular task or problem a children operate of one level on his own described as his level of actual development. But can perform at a higher level when supported or scaffold by on adult or more experienced reef,

described as his level of potential development there are always stage of development in learning in these stage of development the assistance and support of capable other like teachers parents , peers, Coaches and expert is necessary. This assistance or support of others is described by some writer as “SCAFFOLDING” scaffolding is a form of adult assistance that enables or novice to solve a problem, carry out a task or achieve a goal which would be beyond his unassisted effort. The definition envisaged a process where by the adult controlled these elements of the task that were initially beyond the learners capacity. Thus allowing the learner to complete those that were with in existing capabilities (would et al cited in doniels 2001 p. 107).

It is found out that parent and school relationship is one of the issues that have to consider on the education of the child. Kay (1999) indicated in her study that the consensus among education lists and education policy in the UK is that there should be relationship between the home and school in which parents should be available both at home and in school to work with their children in support of their education. She further clarified that parental involvement means helping with homework, helping in the class room activities, reading with the child, taking part in the activities and doing extra curriculum activities (tutorial education), providing time space and equipment for children to work at home. This indicates in addition ability of the child to achieve in academic setting environment factors play important role in the child scholastic performance.

2.2. Ways of Supporting Pupils

1. Adapting instruction to individual differences individualized instruction is a way of helping or supporting pupils on individual basis depending on their need; including guidance and counseling; removing obstacles to efficient learning and providing extra resources within the program or individualized instruction (Husen and postleth waithe 1994, 2770).

The main instrument for determining what to do with a pupil individually is to know the specific need of the pupil.

Pupils are said to be different each other in many ways. They differ not only in intelligence but also in creativity, competency, performance, intellect, physical ability and social behavior. Other differences in pupils are their ability characteristics and learning style desire to learn or their learning rates (IBID, 2770).

Children may excel or have special needs on some areas intelligence like linguistic muscle, logical, mathematical, spatio-d bodily kinesthetic, interpersonal and social. Based on individual differences among pupils the individualized instruction as given by D.kechoon park he called it adaptive instruction.

These approaches are,

1. Macro adaptive instructional system in this system instruction is adapted or macro level by allowing different alternatives in selecting instructional goals depth of curriculum content, delivery systems, etc. According to park, instruction alternatives are selected on the basis of students instructional goals, general ability and to specific achievement levels in the curriculum structure.
2. To adept specific instruction procedures and strategies to specific student characteristics.
3. To adept instruction on a micro by diagnosing the pupils specific need during instruction and providing instructional prescription for the needs. (pp-635-644).

2. Involving Parent

The role of parents in the life of their children particularly if their education is

decisive. Winebreber (1996) has pointed out research results that when parents are supportive of the school goals and communicate this support on their children those kinds have a much better chance of succeeding in school than kinds whose parents are unsupportive and uninvolved.

Schools are accountable to maintain parents right in their children education. Parents can have positive influence on their children's attainment and progress in schools by the attitudes they display and support they give. Thus more direct involvement of parents in their children school activities can produce a range of going.

However getting families involvement, is not an easy task. Smith points out some of the hindrances for parent's involvement saying. That some family members want to be involved while there do not some are easy to get to know while other are difficult. Some want to know all that is going on with their child while others want to know very little. Finally they suggest that good understanding of families and winning their willingness to play different roles in their children and education is necessary (Smith et al. 1997). Marcher (1997) suggests roles parents could take when they deal with their children they could be like guidance home tutor, program supporter, learner, advocate and decisions maker.

Research finding in Admes Saji (2004) shows that their involvement has considerable impact in students academic achievement the more the father involved in their children education the higher the pupils score become. There is also significant relationship between student's motivation and mother involvement(pp:95-98).

3. Tutorial Education

As Tirusser (1999) noted there may be less need to refer students to special education programs in order to meet their educational needs because peer mediating intervention is found to have vital role in promoting social

interaction as well as academic achievement. He further noted that this approach could be affecting. Utilized in Ethiopia school system where teachers student ratio is high. As he noted the widely prevalent traditional method of frontal teaching has not only undermine the mobilization of human resource available but also encourage passive learning which stifles analytical thinking. On the other hand the parent students centered strategy needs to encourage active learning and designing mechanisms of tapping the available class room potentials. Among other, this many involve organizing group work in the class, out of class study group and giving group assignment.

As cited on Wikipedia, the free encyclopedia a tutorial is one method of transferring knowledge and maybe used as a part of learning more interactive and specific than a book or a lecture a tutorial seeks to teach by example and supply the information to complete a certain task.

2.3. Extra- Curricular Activities

Most parent try to encourage their Childs involvement in extra-curricular activity for a number of reasons; to increase self-esteem encourage individuality. Foster peer cooperation and introduce their child to unique interests. A number of researcher encourage extra - curricular activities as well believing out school activities involvement improves self- sufficiency and organization along with academic grades. While high school tend to offer a number of extracurricular activities elementary extra curricular are far less common. As cited on Wikipedia Freitag (2006), agrees with many researcher endorsing extra – curricular activities maintaining that support participation (in particular) assists with children character development academic performance substance use and career success, In his study Freitag created an after school. Support program in which he assessed the effect of his program on participant GPAS. The result founded that “GPAS of the treatment group and control group were statistically similar when measured before the program began. After the program similar when measured before the program

began. After the program measurements of the treatment group GPA was significantly higher than the control group (2006)".

Other studies have considered student subjective experience to extra curricular activities week study results (1968) although researcher long still applies to student to day. His research showed high school junior subject experience rating of different kinds of extra – curricular activities.

Comprentionrecord that experience such as being heeded feeling challenged having. On important job and developing self confidence are associated with undermined activates i.e having high manpower needs relative to the supply (1968).

2.4. Types of Tutorial Education

Depending on the context a tutorial can take one of many forms ranging from a test of instruction to complete a task to on interaction to complete instruction task to interactive problem solving sessions(usually in academic).

- A. Academic: - is tutorial in a small class of one only a few students in which the tutorial (a teacher or the academic staff member) gives individual attention of the student.
- B. Peer Support Tutoring:- the concept of helping peer been in the education spot light in recent year. It provided a way for the growing number of student who need one help to get the extra attention the need in spite of overcrowded, classrooms and over worked teacher.

Peer tutoring is a format process in which caring older pupils younger pupils by tutoring. Them in specific subject by role modeling good social skills or by just being special friends.

The reason why peer tutoring work is that they are close to the age of the helper. They can talk their language and they have fun a they learn. They have

more credibility as on only in learning then deos on adult authority figure that seems to be miles away in attitude and years.

In peer tutoring slow learners are encouraged gifted one are challenged and that often over looked group in the middle are peide the attention they richly deserved. Another positive experience for lerper is that they feel liked and accepted by on older positive experience for helper is that they feel liked and accepted by older class mote which enhances their self-confidence younger children also benefit by working with positive who models who can show them the ropes and the way to make it in a competitive grade school world.

Peer helper also benefit from this program first their own grasp of a subject improves. Older children who they themselves have learning difficulties goin confidence in their own abilities. They wes feel like expert to a child 3years younger. Older children benefit by feeling. Useful influential and appreciated they went and need to make on importance contribution. Being peer helper is a way to experience themselves as people who have semeting voluble to give peer support can alleviate some of the leavor lodes of teachers in addressing all pupils in a classroom (kain and Tolliver (1993).

According to mercer (1997) peer tutoring is an instructional all arrangement in which the teacher pairs in a tutor relationship to peromot learning of academic skills or subject content.

They teacher determine the academic task and provided the in sthoctional material peer tutoring is used to faster social skills positive relationship and self-esbeem for both pupils. To maintain effective peer tutoring it is adviser that the teacher maintains behaviors and praises both pupils for performing their respective duties.

Mercher (1997) further noted that for successful student achievement through peer tutoring program relevant program variables such as structure setting low order target skills teacher developed achievement measures and program of

shorter, longitudinal duration are more valuable and important to pupils than student variable and important to pupils than student variable such as age, sex ability grade training at.

Because at this publish with and without learning. Disability have benefited from peer tutoring program of similar design and content.

Regarding the development and implementation of successful peer tutoring program mercher(1997) indicates the following factors as requirement.

- ❖ Detering goal of peer tutoring
- ❖ Target skills or content for the peer tutoring pairs
- ❖ Selecting of materials
- ❖ Designing procedures for tutor tutee
- ❖ Assigning tutor –tutee pairs
- ❖ Training tutees
- ❖ Scheduling and conducting peer tutoring session
- ❖ Evaluating the peer tutoring program (pp242-244)

C. Internet Tutorial

Internet computer tutorial can take the form of screen recording a written document (either on lime or down loadable) or on addio file, where a person wes give step by step instruction on how to do smeting.

Tutorial usually have to the following characteristics

- ❖ A presentation of content usually with on examples often broken up into discrete modules or selection
- ❖ Some method or review that reinforces or tests understanding of the content in the related modules or action
- ❖ A transition to additional modules or section that builds on the instruction already provided.

D. Computer Based Tutoring

In computer based tutoring a tutorial is a computer program whose purpose is to assist users in learning how to use (part it) a softwar program created as a learning tools.

Tutorial help people learn new skills by using a step- by step process that ensures the user us the following along and comprelending the material. For example a web page this page might only include the words “welcome to my website” on it and use the minimum HTML required in order for the page to load in web browser. Once the user is able to create a working webpage the tutorial may explion how to add other feature such as styled text table layouts and images to the page then the tutorial may provide instruction on how to the internet.

CHAPTER THREE

3.1. Research Methodology

Attempting to obtain information about impact of home to home tutorial education on the academic achievement of student this study used a case study research method in order to achieve this end the following sources of data gathering tool sampling techniques and data analysis procedure was employed.

3.1.1. Study Area

The study was conducted in jimma town jireen secondary school grade 9 students, who attend tutorial services.

3.1.2. Study Population

The study population was all student of grade nine.(1463)

3.1.3. Source of Data

The group of interest in the study was of student taking tutorial education and teachers. However it would not possible for the student research to visit all tutorial centers giving hom to hom tutorial for student in jimma because of time and financial constraints among several tutorial centers in the city using purposive sampling technique. The sampling technique was selected for 2 reasons.

- ❖ Because the technique is simple and manageable
- ❖ The technique was provided the researcher to get information that was help the researcher to analyze in conclude about the issue in question.

In relation to the size of the sample participates in the sample tutorial center 6

students were purposively selected for interview based on their academic achievement. In order to get high, average and low achieving student, this sampling is selected.

3.2. Data Gathering Instrument

The primary data source for the study is in depth interview for student in grade 9 who have been receiving tutorial education over the past two years. 6 students are purposively selected and interviewed to their view to what extent the tutorial education has contributed to the improvement of their academic achievement. More over secondary data source of academic records of students obtained from the school records.

3.3. Data Collection Procedure

In order to gather the necessary data after developing the gathering instrument the researcher has followed procedure step by step.

- ❖ Identify the tutorial center like Corra, Headase was given in jireen secondary school.
- ❖ Contact tutorial administration and ask for permission to collect the data.

3.4. Data Analysis

The study was generally employ qualitative method data analysis the data obtained from interviewing student was translated in to English factor patterns and regulation are identified and analyzed accordingly to give meaning. Data obtained from academic records is from high school (jireen high school) affect describing individuals case stories moreover data obtained from key information interviewed with study were used to substantia the information obtained from interviewed students and school records reflection on case student wes made to drow common paterns and conclusion.

CHAPTER FOUR

4 Data Presentation, Analysis and Interpretation

4.1 Data presentation

In this sub section, the primary data of indepth interview of cases, secondary data of students score (both average and rank) of grade 7, 8 and 9 and the primary data contains only some of the most noticeable aspects of the exhaustive interview and interview made with the selected 6 case respondent students and the teacher who have been teaching these students.

Student x1

Is a 17 years girl. She is the third child for her family. She is a grade 9 student in Jireen secondary school. She lives with both of her parents. She loves her education because she has a strong belief that “A man without education is just like a jar without water” and her father always gives her a strict advice to follow her education regularly and properly. Unless she faced a serious problem beyond her capacity she goes to school regularly and actively participates in the class. When ever she comes from school, after taking a brief rest, she eats her supper and has some fun with her friends and then goes to her study. She studies at least for 3 consecutive hours a day. She scored a poor grade when she was a grade 7 student, first semester, out of the class she ranked 17th and the reason why she scored poor grade was that she used to frequently focus on playing with her friends than regularly attending class and study her subjects. She likes English and civics because she assumed that they can be easily understood and practiced. But, in the contrary she

hates physics, math and chemistry, general computational sciences, this is because in her early grades, she used to ignore them and not follow her teacher's instructions properly. She is currently receiving tutorial support in maths, physics, chemistry and English and the reason why? Is that, one she need to be an intelligent student in all of her subject areas, two as she is preparing for the grade 10 national exam she believes that she should score good in this subject areas. She is receiving the tutorial support in English in order to perform better than her current performance in English language proficiency. She started taking a tutorial education after her failure in grade 7, first semester. Following this her father was so angry with her result and seriously ordered her to be prepared for the grade 8 national exam and decided to assign a home tutor for her. After she started taking the tutorial education at the end of the second semester of grade 7 she ranked 10th, then from the class in grade she ranked 7th from her class and this year first semester she ranked the 6th out of her class. Thus, this clearly showed that her academic performance is improving from time to time since she started taking tutorial education. She also believed that her improving is definitely the result of the tutorial education and her father's assistance.

According to her the major factors that contributed her to benefit from the tutorial support are generally factors related to her parents like the advice, guidance and financial aid she have been receiving from her father and the factors related to her tutor i.e. his supervision and supportive ideas, suggestions and advices. Her father discusses with her about her academic performance every week at the time of family discussion. He also talks to her home tutors about her performances and the difficulties they faced in the process of tutorial education for her.

After she started the tutorial support she scored a very low score in physics in her mid exam of grade 8. As a result, her father discussed with her, what the causes were and how she could overcome them. She believes that, because her

parents are educated, her father has B.A in Biology and her mother is an English teacher, they are well aware of the importance tutorial education have in improving academic performance. And therefore, they assumed their daughter's improved performance is due to the tutorial education she is receiving. She also indicated that parents have a vital role in tutorial education starting from fulfilling and providing the required schooling materials to continuously following their children's academic progress. They should also discuss with their children and teachers about the strengths and weakness of their children in the educational setting. Her parents support the tutorial education she is receiving by reducing workloads, fulfilling the necessary educational materials, giving a plenty time for her study and closely following her schooling. She assumed her tutor is effective because he is supportive, punctual and academically competent. He also gives her different reference books, challenging task and allowed her to take time and solve the challenging problems. When her parents asked her about the effectiveness or deficiencies of her home tutor she told them that he is effective enough. Every time they have a discussion her tutor asks her about her schooling before starting the session. He first asks her same questions from the past instruction As stated above when she was a grade 8 student she scored low mark in physics in her mid exam and her tutor asked her the cause and then advice her to improve and score better in the final exam. Thus, it is in this way that, her tutor follows her academic progress. As she said the follow up from her tutor has helped her to learn the essential skills of education and life, how one can solve challenging tasks in a real world and others like self esteem self confidence and developed self efficacy. She believes that because tutorial education has a great contribution to improve the education of children, she recommended that all parents should develop the culture of tutorial educations. Lastly, she gives her heartfelt thanks to her father and her home tutor teacher for all their assistance, co-operations, advices and guidance. As she clearly put it "had it not been for your relentless effort and advice, I wouldn't have scored good

grade and improved my academic performance.

Student x2

She is a 16 years girl. She is the 2nd child and a grade 9 student at Jireen school. She narrates the impact of tutorial education brings on her academic achievement as follows.

I live with both my parents. My father is a medical doctor in Jimma my mother is a nurse at a clinic. I love my education because there are a lot of benefits I have got and I will get from it. And I believe an educated man is a full man, he /she can live anywhere in the universe. I go to school regularly, and properly follow the instructions. I am active in the class participation. After I get home after school I took a rest, eat my supper play with my peers and then I go to my study. I have a separate room of mine for my study and no one is allowed to enter in to the room without my permission, while I am studying. When I was students of grade 7 repeated a grade but I don't remember the rank. I like biology and English because they are interesting and easy. As my parents were both medicine students they motivate me to study biology. Maths and physics are subjects I faced difficulty with because, I used to not to give much attention to them in my earlier grades. I am receiving a tutorial education on math, physics and chemistry because, they are difficult to me, and my parents ordered me that I should score a good grade in the national exam of grade 10. I started receiving tutorial education after I failed and are repeated a grade. Because, my parents felt angry at me by my result they decided to assign a home tutor for me. The idea of assigning the tutor was first raised by my father, and then he talked to my mother and decides. After I started receiving

the tutorial my performance in class and on my academic performance specially, in areas of my difficulties is showing change (positive). Since I started the education I have developed sense of competitiveness and capacity of challenging risk full tasks by my own. Therefore, the improvement in my academic performance started after I started receiving a home to home tutorial. I also believe that my improved performance is clearly the result of the tutorial education.

I think the factors that contributed me to benefit from the tutorial are mainly, factors related to parents like their attitude for educations i.e. they have a good (positive attitude towards educations), their awareness about the benefits academic supports have, there advice and guidance and factors that are related to my tutor like his competitiveness, supportiveness, advice, guidance and his personality characteristics of honesty, optimism, assertiveness. His punctuality is also the contributing factors in advance. In addition, my inherited sense of competitiveness and hardness (I will not give up on things rather I tried again and again) which are generally factor related to student (me) also contributed me to benefit from the tutorial education I am receiving. Even If, not frequently my father discuss with me and my tutor about my academic performance in advance, the success I have achieve and difficulties I faced, what caused the problems and the techniques I used to tackle them. He also held discussion with my tutor regarding the progress I have been showing since I have started receiving the tutorial education and the challenges I faced in the teaching leaning process. Before I show an improvement in my education, when I fail or score poor grade my father shout and up set at me but after a received the tutorial education as I improved my academic performance he chose to advise me not to repeat and show me how to change it. In my point of view my parents are well aware of the benefits tutorial education have because, it is after I started receiving the support that I improved my academic performance. So, they will think of that my improved performances are the result of the

tutorial support. In addition as they are educated people, they are informed about the benefits that different academic support like tutorial education, extra-circular activities, shadow learning have in improving academic performance of students. As I think parents have a vital role in their children's tutorial educations for example, my parents, as they assigned a home tutor they have the responsibility to follow up my academic performance, contact and discuss with my teachers about my performance, reinforce me to do better than my current performance. most of the workloads in home are covered by our house servant so, my parents support my tutorial education by reducing work (burdens) at home, giving me a free and plenty time to my study, following me and my tutor (but not continuously) and fulfilling the required material for my schooling and tutorial educational. I believe my tutor is effective because, he have good personality, he is generous i.e. he gives me additional reading materials; he is supportive, honest and punctual. This in turn has helped me to solve real life problems easily. Because both of my parents spend most of their time at work they don't have much time to discuss with me about my tutor's effectiveness. But, they sometimes asked me how I am going with my tutor. Every Sunday, my tutor prepares a quiz to check my academic progress. he also bring an idea of discussion in our instructional program, areas not being covered well, problems not solved properly, and many other things. Thus, it is in this way that he makes a follow up on my academic performances progress. His follow up has helped me to know many things in life such as, how to solve problems associated with real world, how to look things from different angels and understand my subject areas well. One thing I would like to say is that "thank you Dad, Mom and my tutor teachers for all your support had it been that you ignored me when I had scored poor I will not be efficient for this success. Lastly I would like to recommend all parents of the world that you should provide academic supports available if they need to make their children high achievers.

Student x3

She is a 16 years girl. She is the only child and a student of grade 9 at Jireen the II secondary school. She narrates the impact of tutorial education on her academic achievement as follows.

I live with my father; he is a teacher of chemistry at seto the II secondary school. I love my education because starting from my early child hood my father encourage (motivate) me to study. Thus, as time goes on I become attracted to schooling and start reading different materials. Except faced a very serous problem I go to school regularly. After I got home from school what I do first is taking a shower, then get some nap, eat my supper and then I cook our dinner. When I was a student of grade 8 I scored a very poor rank. I ranked 12th out of the class. Biology and civics are my favorite subjects but, in the contrary physics and math are so difficult to me. After looking at my rank of grade 8 my father decide to assign a home tutor for me and currently I am receiving a tutor in maths and physics. That is because of two reasons (1) when I was a grade 8 student I was preparing for the national exam and as a result, my father want me to score a good grade in all my subject areas and (2) math and physics were my difficult subjects to be understood. In addition to the tutorial

I have been receiving my father also support me in studying chemistry as he is a chemistry teacher. Since I started receiving the tutorial education I have shown a dramatic improvement in my academic performance or rank. At the end of grade 8 I have scored 82% in the national exam and ranked 12th out of my class and this year first semester, I ranked 3rd out of the class. Therefore, I absolutely believe that this all improvement is the result of the tutorial support I am receiving and my father's unreserved aid. As I have told you before the major factor that contributed me to benefit from my tutorial education is my father's boundless financial and moral aid he have been providing. My tutor's supportive and initiative ideas were also the other factors. My parents get

divorced when I was a grade 8 student and since then I live with my father. So, whenever I finished my session with my home tutor my father and I have a discussion time on subject contents we(my tutor and I) have covered, the benefits I have benefited from the tutorial education, the difficulties we faced, on my tutors effectiveness and deficiencies and other related things. Because I am the only child for my father he provide and fulfill all my desires and wishes and even if I scored poor he will not punish me for that rather, we discuss on finding out what the causes the failure and how I should overcome the problem for the next better performance. Because my father knows the benefits tutorial education has he tried to provide all the necessary support starting from moral support to instrumental aids. Even if, do house burdens it will not affect my study because, my father is supportive to the tutorial education I am receiving by closely following my academic performance and progress, fulfilling required material, reinforcing and providing a boundless moral encouragement. My tutor is a teacher of maths and he also teaches physics part time college. So, he is academically competent, he is punctual, generous, supportive and honest. He usually follow my academic progress and every two weeks we have free talk session regarding my academic performance, class performance social skills and strengths and weakness of mine in the tutorial program. This, in turn helped me a lot. It has helped me make to know my level of cognitive development, social skill, self-esteem and my capacity to do things by my own.

Student x4

She is a 16 years girl. She is the second child and a grade 9 student at Jireen secondary school. She lives with both of her parents. Her father is a business man and her mother is a house wife. She loves her education because, she is eager to be rewarded as clever students rewarded. She goes to school regularly. Most the time after school she helped her parents and then goes to her study. When she was a student of grade 6 she scored a poor grade. She ranked 20th out of the class. She likes history and geography and hates math

and physics because, they are difficult to her. She is receiving a tutorial education on her areas of difficulty, maths and physic. The idea of assigning home tutor comes from her own self. Since, she has started following the support her academic performance improved dramatically. For instance, in grade 7, second semester, she ranked 15th and then in grade 8 she ranked 9th. This year out of 34 students he class she ranked 7th. According to her the improved performance comes from the tutorial support she is receiving. When she traces the major factors that contributed her to benefit from the total support she is receiving the factors related to learners or her are the major once. “Had it been that my personality is not competitive, hardness, and resilient I will not be luck to see this precious success” as she said. Her parents occasionally make a discussion with her and her tutor on her academic performance. They are supportive to her schooling in that they provide a financial and moral encouragement. Because we have a little contact regarding my education they most of the time did not ask me results, failures, causes of my failures and others. As a result, “if they do not know my academic performance how can they became aware of my improved performance is the result of the tutorial education I am receiving.” This was what she said about her parent’s awareness about the tutorial education, its benefits, her academic results and other related things. Because her parents pay her tutors’ fee and give her moral encouragement they are supportive for her tutorial education as she reported. But, they do not support her in reducing home burdens, giving her a sufficient time for her study, closely following her tutorial education and others. Thus, this implies they are not well aware off the benefits of tutorial education having.

According to her, her tutor is supportive, academically competent, punctual, honest and generous in that he lends her some reference books and gives her chilling tasks with the opportunity to solve it. He follows her academic performance in school and in the tutorial program. When she score low grades

he encouraged her to improve it and all these things have helped her to be self-reliant, autonomous and competitive in her daily life. As a recommendation she wants to transmit that because the benefits of tutorial education are uncountable all parents and other representatives of the educational system should be involved in creating awareness regarding the impact of tutorial education and facilitate the development of adequate studies on it.

Student x5

He is 18 years old. He is the first child and student of grade 9 at Jireen the II secondary school. He lives with both of his parents. His father is a tailor and his mother is a pharmacist. He loves his education very much because he is successful in it. He goes to school regularly and most of the time after school he plays with his friends. There is no specific time schedule he used to study. He studies when he thinks he should study. He most often revises what he has learned in the class there is the class after the teacher left. He hasn't ever failed in his schooling. One time he has achieved a poor grade in English. He likes all of his subjects but more specially, mathematics and physics are his favorites. He got a minor learning difficulty in English but he doesn't dislike it. He got 3 home tutors all in different subject areas of English, mathematics and physics. He started receiving the support last year first semester and the idea of assigning a home tutor comes from himself. Even if his academic performance since the earlier time is good, but, after he has started receiving tutorial education he improves in many areas of his academic performance. For example, he improved his reasoning capacity, communication skill, academic score, particularly in English, personal conduct, class participation etc. He also argues tutorial education has a vital role in improving academic performance of students but, only if it is supported by the individual's favorable personality and other external parties involvement and support. As a result, he said "the major factors that contributed me to benefit from the tutorial education are my parent's encouragement in moral and instruments, my tutor's supportiveness

and my own personality characteristics are the major ones.” His parents make discussions with him about his schooling, tutorial education and academic performance almost often; by identifying the major problems he faced and the major benefits he gained from the tutorial education. They also check his academic results and school performance always by contacting with his classroom teachers. If he failed or score poor grade, his parents make a discussion on how to solve his problem permanently that he can successfully accomplish his schooling. Even if he is a clever student early in the begging his parents do not deny the benefits he have been achieving from the tutorial education. As a result, his parents try to provide and fulfill his needs. It is because of this reason that he is instructed with 3 home tutors. They also show their supportiveness to the tutorial education he is receiving by reducing home burdens, giving him a time for his study, closely following his academic progress, personal conduct, his interaction with his tutors and fulfilling the required materials of schooling. Because of all this reasons, he believes that his parents are well aware of the impact or benefits of tutorial education have on academic achievement. Regarding the effectiveness his tutors have, without any doubt he believe they are effective enough; because they are supportive in their instruction programs, they are academically competent (all are B.A and BSc holders) punctual, honest and generous in giving some references and text books, giving challenging mind tasks and giving the time for solving the problems. To fulfill their parental responsibility his parents held free discussion with him and his tutors in their instructional effectiveness.

He is an inelegant student that in grade 7 he ranked 4th and in the first semester but then after for three (3) semesters he ranked 3rd and this year he is 2nd. For this reason he is awarded as the second high scorer in grade 9 from the school. when he testify the benefit he have get from his tutor’s follow up he said because all of my tutors prepare a monthly knowledge recall test I fell that they are following my academic performance and this have helped me in

developing sense of self-reliance or independence morally, sense of competitiveness and the capacity of solving tasks systematically. They also follow my performance by encouraging me to improve my performance when I scored poor grades.

Lastly he remanded that the collective support of different parties will prospect the recently developing awareness of society about the impact of tutorial education and this should be encouraged and continuous.

Student x6

He is a 17 year boy. He is the 3rd child and student of grade 9 at Jireen secondary II School. He narrates the benefits he has got from tutorial education as follows.

I live with both my parents My Father is a mechanic and my mother is an accountant. I love my education so I go to school regularly and attend class properly. Most of the time after school, I take a rest and study. As my parents told me I have repeated a class when I was student of grade but after I get matured and know myself I haven't repeated a class. I have scored poor grades in different subjects. I like geography and history a lot and I hate maths and physics. I am receiving a tutorial education in English and math because; I need to have a good language proficiency in English and a good computational skill and mark in mathematics. I started receiving a tutorial education this year with the initiation of my parents and my class mate. Since then my academic performance is a dramatic progress. For instance, I ranked 7th this year first semester. But, before I started my rank was not satisfactory. For example in grade seven (7) I ranked 21th then in grade 8 show some improvements and ranked 13th. Therefore, since I achieved the highest of my score this year after starting tutorial education it is clear that the tutorial education has contributed to my improved performance. The major factor for my benefits are my parent's initiation, support and encouragements and then my peers

influence specially those who have been taking a tutorial education for a longer time. By rising different academic issues and fulfilling their parental roles in academic support areas my parents and I discuss about the tutorial education I am receiving and its benefits (impact) in my general academic performance and the challenges I have passed through the program occasionally. This all things indicate my parents are well aware of my academic improved performance is due to the tutorial education and for that they are involved in different supports like fulfilling their parental responsibilities by being supportive with providing moral support, reducing work burdens, giving me time to study, providing learning materials and financial supports like schooling fee, pocket money and close follow up on my schooling. Regarding my tutors ability it is difficult to judge his efficiency within this few months we have passed through because I started tutorial almost before 7 month. But to tell you the truth he looks good. My parents asked me about my tutor's.

4.2. Analysis and interpretation

The academic performance over the 3 consequence academic years table which includes the academic report (rank) 7 case respondents collected from the registries offices of three different secondary level schools illustrate that the academic rank of the most case respondents have shown improvement from time to time. The score of most respondents show improvement after they started receiving a tutorial support provided home to home. The able illustrates the score of all the respondents in grade 7 was so poor as compared to scores of grade 8. All respondents in grade of first semester is below the rank 7 and this in turn shows how significantly tutorial education have been contributing the students to improve there academic performance.

There (3) of the case respondents have ranked below the rank of 4 flawan being differ in some particular aspect they differ greatly in their abilities interest and motivate as a result learners different in there academic eperofrmance and it is not an easy task to set up an education program that given special attention to

all individual learners equally. Therefore it is the responsibility of all actors in the educational system that are the students the teachers school administrator educational expert and the society in general to provide an additional academic performance toward a good performance. Among the varieties additional academic support services a tutorial education is the common one.

Tutorial education can have different forms the most common ones include extra circular activities shadow learning peer tutoring and home tutoring children involvement in extracurricular activities foster their self-esteem encourage individuality increase peer cooperation and introduce them to interests it also improves self-sufficiency and introduce their unique interests. It also improves self-sufficiency and organization along with academic grades shadow education on the other hand refers to assisted learning or teaching sessions given to students outside of class even if the concept of peers has been helping peers in the educational spot length in years it provides a one-to-one help in which slow learners are encouraged gifted ones are challenged and that often overlooked group in the middle are paid the attention they richly deserve. Home-to-home tutoring are institutional services at there comes certain out-authorized professional of some institution or merely individually performing.

The lack of an adequate number of studies conducted on the continuation of home-to-home tutorial education on students' academic performance result in a little awareness among the parents and educators to what extent such tutorial support has contributed to students' performance.

Presented and interpreted accordingly. The analysis and interpretations are all presented in to 3(three) different sections.

Section 1 analysis and interpretation of data obtained from in-depth interview observation from analyzed cases student.

The case study cover respondents were 4(60%) of them are female respondents and the rest are male respondents. The sex distribution is not deliberately calculated rather it is a matter of automatic confidence of the cases section. All the male female are students of grade nine and all are currently receiving a

tutorial education. All the respondents are below the age 18. Almost all of the respondents are living with both three parents except one respondent. The data depicts that all the respondent are interested in there schooling. They all go to school regularly and after the come their peers fro while and then go to their study. Except one of the 6 respondents all most all the respondents have field or reported grades or score poor grade over the past year their schooling. Most of the respondents report that the reason for their failure is their lack of interest in education. Concerning the subject areas they like and dislike all most all the responds like biology, English and civics but in the country computations sciences like math's, physics and chemistry and subject areas the face difficulty with.

Every through the time they begin receiving tutorial education various most of the respondents start receiving tutorial education is alarmingly improved and all of them agree that the tutorial support has contributed them ti improve their academic performance. As most respondents report their families bound less financial material and moral support have contributed them to benefit from the tutorial education they are currently revenging specially there fathers and home tutorial education they are currently revenging specially there fathers and home tutors continues advice supportive ideas purpose full guidance generally factors related to parents are factors related to tutor and to some extend their self co faience sense of competitiveness that means factors related to learners have a vital contribution for there benefit.

Lastly as the case respondents report and class room teachers recommendation depict peats have a vital responsibility in the tutorial, education there children dreciveal home. There duties may very from, moral encouragement to individual instruction including close follow up direct contact with class room teachers and home tutors discussion with education experts and fulfilling required learning materials.

Average score and class Rank of Respondent

Primary data gathered from students with in depth interview and researcher

ask their academic performance. The students reply that before tutorial class their academic performance less than the current one 50 students x5 registered best class average and there moderate class average.

Totutor class one of the reason that cease their academic performance student x3 and x6 took to tutor class but other factor that affective them. These factor psychological factor economic factor and socro cultural factor.

CHAPTER FIVE

5. Summary Conclusion and Recommendation

5.1. Summary

Human beings differ in some particular aspect; they differ greatly in their abilities, interests and motives. Similarly, learners differ in their academic performance there are high scorers, average students and poor scorers. It is not an easy task to set up an education program that gives special attention to all individual learners equally. Therefore, it is the responsibility of all actors in the educational system, the students, the teachers, school administrators, educational experts and the society in general to provide an additional academic support in order to minimize the discrepancy between the students

Code of Student	Average Scale	Rank
Student x1	76.98	6
Student x2	79	4
Student x3	79.66	4
Student x4	75.54	6
Student x5	89	2
Student x6	66.05	12

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toward a good performance. Among the various additional academic support services tutorial education is the most common one.

Tutorial education can have different forms. The most common ones include extracurricular activities, shadow learning, peer tutoring and home to home tutoring. Children involvement in extracurricular activities foster their self-esteem, encourage independent decision making, increase peer cooperation and introduce them to unique interests. It also improves self-sufficiency and organization along with academic grades. Shadow education on other hand refers to assisted learning or teaching sessions given to students outside of class. Even if the concept of peers has been helping peers in the educational spot light in recent years it provides a one on one help in which slow learners are encouraged, gifted ones are challenged and that often over looked group in the middle are paid the attention they richly deserve. Home to home tutoring are institutional services in which students with a need of academic support receive their services at their homes by certain out authorized professionals of some institution or merely individually performing.

The lack of inadequate number of studies conducted on the contribution of home to home tutorial education on students' academic performance result in a little awareness among the parents and educators to what extent such as the data depicts shows even though it varies in its frequency most of the parent guardians held opera discussion with their children's academic perofrmacne fin slow (class) and in the total program most of the respondents reported that when they fail or score poor grades their parents make discussion with them. As all the respondents reported because there families parents are educated they are aware that their salt they try to provide and full fill all the necessary requirements starting from moral support to fincial and material aid. They also support their children tutorial education by reducing house workless or burdens giving a plenty of time for their study closely following the tutors and their children's schooling academic performance and class participation and

full faired materials for schooling.

All of the respondents reported that because their tutors are supportive, academically completed, punctual, honest, providing supportive reading materials, and for other various reasons they are effective enough. In addition, their parents or guardians discuss with them about the effectiveness or deficiency of their tutors and the results were the same. But this doesn't mean that all their tutors have no deficiency because even if its intensity is low as most of the respondents are female. During the open discussion period held occasionally there are tutors that rise purposeless issues like students' personal life, romantic relationships, unfair treatments, however the respondents do not raise these ideas during their parental discussion and the reason is the fear that disagreements and quarrels between them will rise.

Being other things remain constant, most of the respondents reported that the follow-up from their tutors and parents has helped them in several ways, among them the major ones are that it enables them to evaluate their cognitive development, self-confidence, self-esteem, teaches them how to deal with and cope and if possible solve challenging tasks and real life problems.

5.2. Conclusion

The research questions I started with were the following

- What is the impact of home to home tutorial education on student academic performance?
- What are the major factors related to tutors or related to benefiting students or others that contribute to the students to benefit from the tutorials education he/she is receiving?
- What is the role of parents in the tutorial education programs their children's are receiving?

We have seen from the cases that the major impact of home to home tutorials education is improving students' academic performance in rank, class attendance, and personal conduct, readiness to learning and class

participation plus doing homework and assignments properly. The impact of tutorial education goes beyond improving academic scores and includes improving communication skill, social relationship ability, self-concept, self-esteem, self- efficacy generally, for the general development of pupils.

Among the various factors that contribute to the student's factors related to parents, factors related to tutors and factors related to learn are the major ones. From factors related to parents, parental supportiveness through providing required learning materials, moral support, close follow up and reinforcements are the major factors that contribute for the students' beneficence. The tutor's good personality, academic competence, materials and moral support, close follow ups and punctuality are the major factors related to tutors that contributed for the student to benefit from the tutorial education he/she is receiving. The individual's sense of competitiveness, hardiness, resilience, good earlier performance and there dramatic improvement in there performance after receiving tutorial education.

As the teachers departs the earlier (before receiving tutorial education) performance (score) class participation class attendance personal conduct and readiest to learning of most students was very poor except one case respondent but after receiving adequate home to home tutorial education all the students show improvement in all areas stated above.

Lastly as a recommendation all the teachers stated the support from all the students parents school administrators community leaders and educational experts in required to increase the number of students receiving tutorial education and to increase the number of scientific studs conducted on the impact or benefit of tutorial education to improve academic performance of all the students.

5.3. Recommendations

The conclusion of the study implies home to home tutorial have a tremendous benefits. As a result, the following recommendations are for warded.

- Students should be motivated and initiated to receive a home to home tutorial
- Parents should help their children's by assigning a home tutor, so as to improve their academic performance.
- Researchers should be able to conduct adequate studies on the significance of tutorial education particularly, home tutoring, to increase the awareness of the society regarding the benefits of tutorial education.
- Educational experts should develop a curriculum that encourages

the supply of tutorial education at every grade level in the schools.

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