

EFFECTIVENESS OF PEER-TUTORING ON ENGLISH LANGUAGE ACHIEVEMENT AND NURTURING EFFECTS

Research
Paper

ABSTRACT

This study aimed at investigating the effectiveness of peer tutoring on the English language achievement and nurturing effects of secondary school students. A pre-test post-test parallel group experimental design was applied. Qualitative and quantitative data were collected. A self-developed achievement test and observation schedule was used to collect the data. The data gathered were analyzed statistically. The results showed that peer tutoring was more effective over the conventional method of teaching in terms of enhancement of achievement in English language and helped in the development of nurturing effects in students. It was shown that peer tutoring would contribute to the development of language achievement as well as nurturing effects like self esteem, team spirit, socialization, mental horizon, social interaction, communication skills and leadership.

INTRODUCTION

We know that our educational process has almost failed to keep pace with the developments taking place in the area of knowledge and technology. We also know that the quality of education ultimately depends on the instructions imparted in the classroom. But, we are following the good old procedures of teaching i.e. the conventional method. Many efforts have been made and many researches being carried out to introduce new methods and evolve new techniques of instruction suitable for our children's educational needs. Many psychologists and educationalists tried hard to develop methods of teaching. One such method of teaching was introduced by Jetkins and Jetkins (1987) in their tutorial instruction among primitive societies.

It is likely that peer and cross-age tutoring have been a part of human existence since hunter-gatherer times. As Jetkins and Jetkins write, "Tutorial instruction (Parents teaching their offspring how to make a fire and to hunt and adolescents instructing young siblings about edible berries and roots) was probably the first pedagogy among primitive societies" (1987, p. 64), Wagner, on the other hand, traces the historical origins of peer tutoring in Western civilization back to Greece in the first century A.D. and through Rome, Germany, other European locales

and finally to America. Other academics trace peer tutoring back to the 'Monitorial system' of the early nineteenth century (Barron, A.M. & Foot, H.1991).

Children's communication with their peers has qualities that differ from the qualities of adult-child communication. As a rule, children listen more respectfully to adults than to peers when they seek information, and guidance. Such differences have serious implications for learning. We have become aware of these differences and have begun to design classroom strategies that best suit the learning opportunities provided by both peer and adult child relations. This experimental research focuses on the contemporary method for applying the special features of children's peer relations to their academic learning.

NEED AND IMPORTANCE OF THE STUDY

How students perceive each other and interact with one another is a neglected aspect of instruction. Much training time is devoted to help the teacher arrange appropriate interactions between students and materials and some time is spent on how teachers should interact

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with students, but how students should interact with one another is relatively ignored. There are three basic ways in which students can interact with each other as they learn. Learning can be structured competitively, so that students work alone; or co-operatively, so that students work together to accomplish shared learning goals. Of the three interaction patterns, competition is presently the most dominant. Co-operation among students who celebrate each other's success, encourage each other to do home work, and learn to work together, is still rare. Therefore peer-tutoring learning is the instructional use of small groups so that students work together to maximize their own and each other's learning.

Hence it will be worthwhile to give a serious thought to the positive potentialities and hazards of peer-tutoring. Thus the present investigation was designed to examine the influence of peer-tutoring on some aspects of high school students and in relation to their academic achievement in English language.

OBJECTIVES OF THE STUDY

1. To find out the relative effectiveness of peer tutoring and conventional method of teaching in English language teaching.
2. To find out the influence of peer-tutoring on High school students' following nurturing effects: Self esteem, Team-spirit, Communication skill, Social interaction, Confidence, Positive inter dependence, Greater involvement, Mental horizon and Leadership.

HYPOTHESES

The hypotheses of the present study are formulated in null form.

1. There is no significant difference between the mean gain scores in English pre-test of the experimental group and the control group.
2. There is no significant difference between the means of scores in post-test in English of the experimental group and the control group.

3. There is no significant difference between means of gain scores of the pre-test and the post-test in English of the experimental group.
4. There is no significant difference between means of gain scores of pre-test and post-test in English of the control group.

METHODOLOGY

In the present study the researcher evaluated the effect of the peer-tutoring method on academic achievement in English of IX standard students with its nurturing effects. The present study is true experimental in nature and designed on the lines of parallel group, pre-test, post-test, experimental design, which is a type of true experimental design.

THE LAYOUT IS GIVEN BELOW

Groups	Pre-test	Treatment	Post-test
Experimental	O ₁	X ₁	O ₂
Control	O ₂	X ₂	O ₂

Note : X₁ = through peer-tutoring method
X₂ = through conventional method

Sample : The Simple random sampling technique was used to select experimental and control groups of students studying in IX standard in The Millath High School, Shimoga City, Karnataka State. India.

The researcher selected a sample of 50 students and divided them into two parallel equated groups, through "Raven's Progressive Matrices Test of General Intelligence" (Raven, J. 1988). One of the groups was assigned to be the experimental group and the other was the control group. Each group had 25 students.

INSTRUMENTATION

The tools used for the collection of data in order to verify the hypotheses are as under:

1. Pre-test in English (Achievement test)

2. Raven's Progressive Matrices of General Intelligence Test
3. Post-test in English (Achievement test)
4. Observation Schedule

PROCEDURE OF THE EXPERIMENT

The experiment was conducted in three phases.

- 1) In the first phase, the students of both the groups were administered the pre-test to equate groups.
- 2) In the second phase, the experimental group followed peer-tutoring and the control group was taught by the conventional method of teaching.
- 3) In the third phase a post-test on the achievement in English for both the groups was administered, and nurturing effects were also assessed for only the experimental group.

COLLECTION OF DATA

Pre-test was administered to both the groups, scoring was done according to the key answers. The experimental group was taught through the peer-tutoring method while the teachers were asked to observe the experimental group's (peer tutoring) nurturing effects by using an observation schedule and put the tick mark in the relevant column. The first week's and the last weeks' couple of sessions were observed by all the five teachers who were used as observers. The post-test was administered to both the groups, scoring was done according to the key answers and the scores were tabulated.

STATISTICAL TECHNIQUES USED FOR THE ANALYSIS OF DATA

The statistical technique used for the analysis of data was 't' test i.e. test of significance for finding out the effectiveness of peer-tutoring method of instruction.

ANALYSIS AND INTERPRETATION OF DATA

Hypothesis 1. There is no significant difference between the mean scores of the pre-test of the experimental group and the control group.

Table 1
MEAN, SD, 't' VALUE OF
THE PRE-TEST OF THE EXPERIMENTAL
AND THE CONTROL GROUP

Group	N	Mean	S.D.	't' value	Remark
Experimental	25	14.76	4.7	1.8	Not significant
Control	25	16.96	3.69		

Table 1 shows that the obtained 't' value (1.8) is less than to the theoretical 't' value of (2.01) at 0.05 level of significance. Therefore, the null hypothesis was accepted. There was no significant difference between the mean scores of the pre-test of the experimental and the control group i.e. both the groups were equal.

Hypothesis 2: There is no significant difference between the mean scores of the post-test of the experimental and the control group.

Table 2
MEAN, SD, 't' VALUE OF THE POST-TEST
OF THE EXPERIMENTAL AND
THE CONTROL GROUP

Groups	N	Mean	S.D.	't' value	Remark
Experimental	25	20.36	3.42	2.72	Significant
Control	25	17.64	4.15		

The above table shows that the obtained 't' value (2.72) is greater than the theoretical 't' value of (2.01) at 0.05 level of significance. The obtained 't' value was found to be significant, therefore the null hypothesis was rejected.

The mean difference 2.72 was found to be in favor of the experimental group in the post-test i.e. the experimental group had shown improvement after subjecting it to the treatment.

From this it could be inferred that peer-tutoring in English was effective and the tutoring method was more effective than the conventional method of teaching.

Hypothesis 3. There is no significant difference between the mean scores of the pre-test and the post-test of the experimental group.

Table 3

MEAN, SD, 't' VALUE OF PRE-TEST AND POST TEST OF THE EXPERIMENTAL GROUP

Test	N	Mean	S.D.	't' value	Remark
Pre-test	25	14.76	4.7	5	Significant
Post-test	25	20.36	3.42		

* Significant at 0.01 level

The above table shows that the obtained 't' value of 5.0 is greater than the theoretical value at 0.01 level of significance. The 't' value was found to be significant. This made the researcher to reject the null hypothesis.

Hypothesis 4. There is no significant difference between the mean scores of the pre-test and the post-test in English of the control group.

Table 4

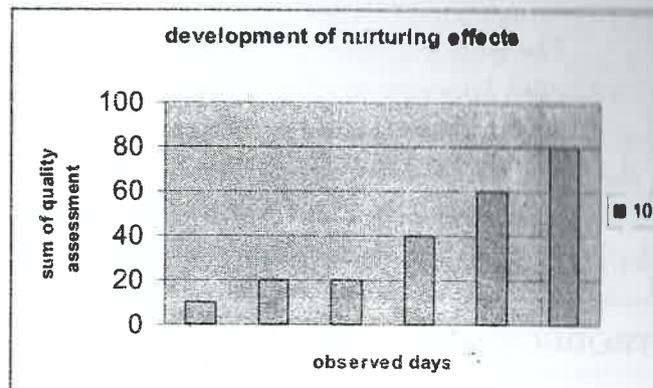
MEAN, SD, 't' VALUE OF THE PRE-TEST AND THE POST TEST OF THE CONTROL GROUP.

Test	N	Mean	S.D.	't' value	Remark
Pre-test	25	16.96	3.69	0.6	Not significant
Post-test	25	17.64	4.15		

The above table shows that the obtained 't' value 0.6 is less than the theoretical 't' value 2.01 at 0.05 level of significance. The obtained 't' value was not significant. Therefore, the null hypothesis was accepted, i.e. There was no improvement in the achievement in English of the control group students.

Objective : To find out the influence of peer-tutoring on nurturing effects.

Observation schedule which was a 5-point scale was used. The components of the tally were summed up and changed into the values of percentage.



FINDINGS

The findings of the study were as follows

- 1) There was no significant difference between the mean of scores of the pre-test of the experimental and control group.
- 2) There was significant difference between the mean scores of the post-test in English of the experimental and the control group.
- 3) There was significant difference between the mean scores of the pre-test and the post-test in English of the experimental group.
- 4) There was no significant difference between the mean scores of the pre-test and the post-test in English of the control group.

EDUCATIONAL IMPLICATIONS

It has been found out that peer-tutoring is significantly more effective with the experimental group in achieving the objectives. This implies that this method of teaching could be used in schools after developing the model for various units of different courses of study whenever possible.

- 1) This method sketches a sequence on various aspects of the teaching process.
- 2) The findings of the study help the teachers to educate themselves about the influence of peer tutoring on various aspects.

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