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EFFECTS OF CROSS AND SAME AGE PEER TUTORING ON READING ATTITUDES OF PRIMARY SCHOOL STUDENTS

Abstract

Peer tutoring method was applied to observe its special effects on the success and approach of Learners in the subject of English. The determinations of the study were to measure the success of the learners in the subject of English before the testing, to expose the experimental group to cross age peer tutoring and the control group to conventional teaching to associate the change in the achievement of students participating in peer tutorials and learners who did not contribute in Peer tutoring.

The exercise of peer tutoring across many disciplines is increasing to help in appealing learners for active learning process. It is kindly accepted that educational results. Peer shows a special role in kids' development in accumulation to parents and instructors. However, the larger variability, autonomy and likeness of peer associations offers children the opportunity for a new kind of relational investigation and assessment.

A sample of 137 students were taken from one by convince random sampling method selected school of low economic people resident area of Karachi orangi town Karachi. The design of the experimental study was "Pretest-Posttest Nonequivalent Groups Design" which is a form of Quasi-Experimental designs.

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52 students from class II and III nominated institute were pretested complete a self-developed accomplishment exam. On the basis of pre- test results and the willingness of the students, paid of students were made on both classes. Students were paired as learning partners during the reading sessions.

To determine the implication of the tutoring interference through evaluation of pre- and post-test success of experimental and control groups, descriptive statistics and ANOVA (analysis of Variance with Tukey B[a,b]) were used.

The Present research result was noted that cross-age tutoring – pairing students in grades II and III – was more positive effect on reading attitudes of the students and the most important gain for students as a result of the research was the self-esteem they developed from the self-worth they experienced. They had a great feeling of being needed.

Keywords: *Peer Tutoring, Reading Attitudes, Primary Schools*

Introduction

Peer tutoring has significant role in education and has possibly happened in approximately manifestation since the start of development. Then the initial noted use of a planned, organized peer tutorial knowledgeable assignment in the Western World didn't originate approximately the late 1700's.

The definitive description of *peer tutoring* is "a method of education in which pupils assistance each other and study (themselves) by education," (Goodlad and Hirst). Significant to this meaning is the term *peer,* meaning somebody with the similar or almost equivalent position as the individual presence taught, who, as such, is not a specialized tutor.

Peer tutoring has played an important part in education and has probably existed in some incarnation since the beginning of civilization. But the first recorded use of an organized, systematic peer tutorial learning project in the Western World didn't come about until the late 1700's.Arising from school budget woes in the late 18th and early 19th centuries, peer tutoring became an effective way of giving underprivileged (at this time, sadly, only male) children a reasonable shot at an education.

The first systematic approach to peer tutoring is credited to Andrew Bell, who was the superintendent of the Military Male Asylum at Egmore, in England. When Bell took the reins at this institution, the asylum was run as a school for boys whose fathers had been killed during wartime. Bell transformed the asylum into more of an official school.

On one hand, the instructors and their instruction supporters worked in "helping kids, monitoring the tutors and examining learners to make sure the instruction structure was working," as described by Brendan Dabkowski in his paper, *The History Of Peer Tutoring*.

This systemic approach to tutoring was accepted and later expanded by Joseph Lancaster in his school. William Fowle, another educationalist who involved this system, conducted studies on peer tutoring and originate that the children were able to teach their fellow students more effectively than adults could. The ideas of these men extent to the United States, where few teachers worked. The educational system was still evolving and financial backing was hard to come by. The teachers trusted on the better students to tutor their peers.

Two psychologists, Feldman and Allen conducted the study and found that peers are more sensitive than mature instructors to preference the non-verbal clues learners being trained may give to expose that they may not appreciate what a tutor is trying to connect to them.

So, a peer tutor may be able to more freely observe problems a learner being educated may be having, and can then work to clear things up. While an adult instructor/trainer/fellow can be highly operative and one should not ever reduction turning to a specialized, a professional may luster over problems he or she thinks the learner being tutored already realizes.

Paired Reading with kids in the same class was the first reading action. Kids of a different reading ability are paired with another kid in the same class. To begin the plan a list is accumulated of the kids in the class and their reading ability from the most able to the less able.

Peer tutoring refers to an instructional method that uses pairings of high-performing students to tutor lower-performing students in a class-wide setting or in a common venue outside of school. The terms "tutoring" and "mentoring" will be used synonymously, as the role of tutor also includes maintaining a supportive and encouraging relationship with the tutee.

Hitchcock, Prater, & Dowrick, 2004, studied that reading first has identified a current national priority as teaching an increasingly diverse population of children to read. It is no secret that students who read below grade level face many challenges in school.Morris, Tyner, and Perney (2000) studied that the reading provides access to much of what is considered important in the school curriculum across a variety of subject areas.

Students who fall behind during the early years of elementary school have an extremely difficult time closing the reading achievement gap in later grades.

Michelle Nguyen 2013 studied that the benefits of peer tutoring based on existing research on peer-assisted learning strategies, identifies the best practices for peer tutoring, identifies the best practices of peer tutoring, and provides recommendations based on best practices.

Debra Viadro in 2003 published a paper analyzing the results of studies using peer assisted learning strategies and concluded that elementary students can learn better when they teach each other and that peer tutoring seems to be particularly effective in dealing with "urban children, low income kids, and minority kids."Despite increased attention to the teaching of reading in recent years, many students continue to have reading difficulties. On a recent National Assessment of Educational Progress, about 40% of fourth graders scored below the "proficient" level, and nearly 60% of children eligible for free and reduced-price lunch failed to reach even the "basic" standard (U.S. Department of Education, 2001).

Parsons et al. (2009) did not focus on peer tutoring; they discovered that increased students confidence will yield higher achievement. Walker (2007) and Fernandez-Santander (2008) found that if the students worked with a peer tutor or some form of cooperative learning, all student participants will have a higher self concept and satisfaction. Thus, as students work with a peer tutor, their confidence will increase. When a student's confidence increases, so will his or her achievement (Parsons et al., 2009).

Mesler (2009) paired a third-grade student who had been retained with a classmate. The retained student became a tutor for the struggling peer. He and his tutee had both seen significant gain in their test scores by the end of the study. Mesler found that this increased the retained student's confidence and that with the extra math practice he showed improvement.

In the context of peer tutoring, the role of the teacher is to facilitate, observe, question, and guide the learning of their students. However, it is still necessary to include some whole group instruction so the students have a base of knowledge. "Maintaining short periods of lecturing in every session was very helpful in the development of the pupil's trust in the new learning methodology and in the success of it" (Fernandez-Santander, 2008, p.38).

After the content has been given, then the teacher can roam the room to listen to discussions that students are having about the material. This will help them begin to understand the thought processes that their students are following and may intervene if they feel it is necessary. Fernandez-Santander (2008), Walker (2007), Mesler (2009), and Spencer (2006) agree that having peer tutors will increase student achievement in elementary, high school and college. Davis and Weeden (2009) believe that teachers should play the role of trickster and facilitate learning in a classroom.

Crow (2004) and Fernandez-Santander (2008) believe that teachers should have an active role and lead some lecture for instruction. In this action research, I examine what happens to my own teaching as I attempt to shift into a facilitative role in my classroom.

Greenwood, Charles R., 2001 studied that most of the research done on Hispanic ESOL students in peer tutoring has been done at the elementary level. One such study was conducted with 117 elementary level ESOL students in five classes at an urban school. This multiethnic group, whose primary language was Spanish, also included students with disabilities. All participants were living in urban areas and receiving government assistance. The five participating teachers were trained in peer tutoring procedures and administered weekly pre and posttests on spelling and vocabulary for assigned material. Pretests were used to determine the strength of peer tutoring needed and students were paired anew on a weekly basis. They earned points for correctly spelling words and learning new vocabulary. After a twelve week period, "the mean spelling/vocabulary scores across all five classes was a gain of 59.8% resulting from 18.8% pretest and a score of 78.6% posttest".

Elbaum et al. (2000) found one-to-one instruction as a supplement to classroom teaching to be "the most effective way of increasing students' achievement" (p. 605) and noted that it has been "validated by empirical research, especially for students who are considered at risk for school failure or have been identified as having reading or learning disabilities" (p. 605). The only significant period of oral reading practice and intensive phonics instruction for at-risk students may be through supplementary tutoring (Vadasy, Sanders, & Peyton, 2005).

Rosewal et al. (1995) compared the changes of self-concept and the student's likelihood to drop out of school among students who participated in a peer tutoring program versus those students who did not participate in the program. The student participants came from one of two different classroom settings. Those settings were either a traditional class that used group-learning activities or a traditional class setting that used individual learning activities.

The number of studies examining peer relations in childhood and adulthood has rapidly increased in the last few decades, due in part to recognition of prevalence of peer experiences in children's lives and the undoubted power of peers as socialization agents.

Researchers have a high attention on changes in the relation of peer according to age the dynamics of peer groups, and the factors that are related to social competence with peers. Because humans are "social" beings, it is not surprising that childhood experiences in social groups play such a large part in making what is and what will (Bukatko & Daehler, 1995).

Relationships with peers plays a vital role in child's developing sense of self. Peers provide the child with direct feedback (verbal and sometimes nonverbal) about how well he/she is behave in the academic, social, and emotional realms, information that can significantly influence the child's self–esteem. Peers also offer a natural association against which the child can estimate his own accomplishments. "Am I really a good athlete?" "How am I doing as a student?" A child can answer questions like these by comparing his own abilities to those of his peers (Bukatko & Daehler, 1995).

There is a significant developmental change according to ways in which children relate to their peers. At start, peers are simply attractive (or, at times, annoying) companions in play, but ultimately they suppose a larger and more critical part in the child's social as well as in emotional life. Children's peer networks start out small. But as children enter day care and school, and as their cognitive, language, and develop social skills, their peer network becomes large in size, and their relationships with a subset of those peers grow in intensity.

Though pear tutoring does absolutely beneficial   for the students who being tutored. Goodlad and Hirst, studied that, there are four chief benefits for the students or tutees when they try to find out peer assistance: they accept personalized tutoring; they accept additional instruction; they (may) reply better to their peers as compared to their teachers; and finally, they can attain company from the students that tutor them. There are some prospective paybacks of a paired well adapted reading system for the tutors, the tutees and also for the school.

Statement of the Problem

The problem of study is Impact of Peer Tutoring on development of reading skill of kids in primary school of Karachi. The key purpose is to increase fluency, vocabulary also conversational skills. The reading material includes vocabulary, short stories and non-fiction books.

Objectives of the Study

➢ To Develop A Culture Of Reading Among Young Children by introducing peer tutoring approach

➢ To Evaluate Impact Of Book Reading On The Learning And Cognitive Development Of Children

➢ To Encourage Future Researchers To Publish More Story Books In Local Languages For Young Children

Research Hypothesis

Hypothesis 1: There will be the significant difference between cross-age and same age tutoring pairing students in grades II

Hypothesis 2: The cross-age tutoring pairing students in grades III was more beneficial than same-age tutoring.

Research Methodology

Convince non random sampling method has been used for the selection of sample area of district west Karachi orangi town schools. Used pre and post assessment of reading skill of English subject and responses have been converted into tabular form and the result compared using statistical tools as per need.

The test was conducted in class II and Class III. First teacher took test with normal way of teaching style and that group were called control group, then researcher make paired of students in which one paired make same class students and take test that group test was called experimental group test and that result was recorded then researcher make one another paired which are base on cross age group method in this way of one class Iv student older student paired with class III younger students and they lesson on lesson and then take test.

Strategies to Build Reading Fluency
• Paired Reading
• Silent Reading
• Reading Together
• Self-Correction
• Variants of Above
• Comprehension
• Book Reviewing

Estimated Time
• 30-40 minutes three times a week

- After Six week taken test and that exercise repeated whole session
- Five pre and post test conducted and result was analyzed

Material
- Reading book

Preparation

The teacher, parent, adult tutor, or peer tutor working with the student should be trained in advance to use the paired-reading approach.

Steps of Paired Reading

- Read from the book with student.
- When your student taps your hand, let the student read alone as you follow along
    Silently.
- If the student reads a word wrong, skips a word, or doesn't know a word (5-second rule)
- Point to the word
- Tell them the word
- Have them repeat the word
- Join them in reading aloud again

Outline of Training
- Demonstrate primary teachers: How not to do it
- Video of how to do it
- Talk and discussion on Paired Reading and its value
- How to do it guidelines for tutors - step by step instructions
- Try it out - tutors together. Guided practice in pairs and feedback.

- Record keeping
- Selection of reading material
- Role of tutor outside of reading
- Commitment and confidentially
- Discussion throughout

Hypothesis 1: There will be the significant difference between cross-age and same age tutoring pairing students in grades II

Table No. 1   Significant Difference between Cross Age Experimental Group and Same Age Experimental Group For Class II

	N	Mean	S.D	Sp	t-value	P-Value
Same Age Experimental Group	20	21.03	1.228	1.25	3.426	< 0.05
Cross age Experimental Group	20	20.6	1.281			

Level of Significant   5%
t- Tabulated Value =   2
t- Calculated Value =   3.426

Conclusion

The t test calculated value is greater than t-tabulated value and t-calculated value lie in critical region then we accept research hypothesis and conclude that the cross-age tutoring pairing students in grade one was more beneficial than same-age tutoring.

Hypothesis 2: The cross-age tutoring pairing students in grades III was more beneficial than same-age tutoring.

Table No. 2   Significant Difference between Cross age Experimental Group and Same Age Experimental Group For Class III

	N	Mean	S.D	Sp	t-value	P-Value
Same Age Experimental Group	32	19.861	1.4408	1.41	6.08	< 0.05
Cross age Experimental Group	32	20.397	1.38			

Level of Significant   5%
t- Tabulated Value =   2
t- Calculated Value =   6.08

Conclusion: The t test calculated value is greater than t-tabulated value and t-calculated value lie in critical region then we accept research hypothesis and conclude that the cross-age tutoring pairing students in grade one was more beneficial than same-age tutoring.

Table No. 3   Overall Descriptive of Statistics for Class II Test Marks

	N	Mean	Std. Devi-ation	Std. Error	95% Confidence Interval for Mean		Mini-mum	Maxi-mum
					Lower Bound	Upper Bound		
Control Group	100	17.8700	2.19114	.21911	17.4352	18.3048	12.00	23.00
Same Age Group	100	21.0300	1.70238	.17024	20.6922	21.3678	16.00	24.00
Cross Age Group	100	20.6000	1.80907	.18091	20.2410	20.9590	15.00	24.00
Total	300	19.8333	2.36591	.13660	19.5645	20.1021	12.00	24.00

Test Marks

	Group	N	Subset for alpha = 0.05	
			1	2
Tukey B[a]	Control Group	100	17.8700	
	Cross Age Group	100		20.6000
	Same Age Group	100		21.0300
Means for groups in homogeneous subsets are displayed.				
a. Uses Harmonic Mean Sample Size = 100.000.				

The above table post hoc comparison Tukey HSD test indicated that the mean score for the cross age experimental group (M= 21.03 , S.D = 1.80) was significantly different from control group (M=17.87, S.D =1.7) . However, the same age Experimental group (M = 20.60, SD = 2.019) did not significantly differ from the control group and cross age experimental group.

Table No. 4   Multiple Comparisons Dependent Variable: Test Marks, LSD

(I) Group	(J) Group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Control Group	Same Age Group	-3.16000*	.27046	.000	-3.6923	-2.6277
	Cross Age Group	-2.73000*	.27046	.000	-3.2623	-2.1977
Same Age Group	Control Group	3.16000*	.27046	.000	2.6277	3.6923
	Cross Age Group	.43000	.27046	.113	-.1023	.9623
Cross Age Group	Control Group	2.73000*	.27046	.000	2.1977	3.2623
	Same Age Group	-.43000	.27046	.113	-.9623	.1023

*. The mean difference is significant at the 0.05 level.

ANOVA

Test Marks

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	587.447	2	293.723	80.311	.000
Within Groups	1086.220	297	3.657		
Total	1673.667	299			

Analysis

As the above table indicates, the main effect of group membership (Control and Experimental) is highly significant ($F_{(2, 297)}$ = 80.311; $p < .0001$) indicating that the experimental group showed

clear improvement in their academic in the subject of English reading achievement as a result of their exposure to peer tutoring, when their posttest scores were adjusted in the light of their unequal pretest performance.

Table No. 5   Overall Descriptive of Statistics for Class III

Test Marks

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Mini-mum	Maxi-mum	Between Component Variance
						Lower Bound	Upper Bound			
Control Group		160	17.6375	2.15292	.17020	17.3013	17.9737	12.00	23.00	
Same Age Group		160	19.8625	1.93442	.15293	19.5605	20.1645	14.00	24.00	
Cross Age Group		160	20.4000	1.84015	.14548	20.1127	20.6873	16.00	24.00	
Total		480	19.3000	2.31037	.10545	19.0928	19.5072	12.00	24.00	
Model	Fixed Effects			1.98017	.09038	19.1224	19.4776			
	Random Effects				.84561	15.6616	22.9384			2.12065

Test Marks

	Group	N	Subset for alpha = 0.05		
			1	2	3
Tukey B[a]	Control Group	160	17.6375		
	Same Age Group	160		19.8625	
	Cross Age Group	160			20.4000
Means for groups in homogeneous subsets are displayed.					
a. Uses Harmonic Mean Sample Size = 160.000.					

The above table post hoc comparison Tukey HSD test indicated that the mean score for the cross age experimental group (M= 20.4, S.D = 1.84) was significantly different than control group (M=17.63, S.D =2.15). However, the same age Experimental group (M = 19.3, SD = 1.98) did not significantly differ from the control group and cross age experimental group.

Table No. 6

Multiple Comparisons

Dependent Variable: Test Marks

LSD

(I) Group	(J) Group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Control Group	Same Age Group	-2.22500*	.22139	.000	-2.6600	-1.7900
	Cross Age Group	-2.76250*	.22139	.000	-3.1975	-2.3275
Same Age Group	Control Group	2.22500*	.22139	.000	1.7900	2.6600
	Cross Age Group	-.53750*	.22139	.016	-.9725	-.1025
Cross Age Group	Control Group	2.76250*	.22139	.000	2.3275	3.1975
	Same Age Group	.53750*	.22139	.016	.1025	.9725

*. The mean difference is significant at the 0.05 level.

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	686.450	2	343.225	87.534	.000
Within Groups	1870.350	477	3.921		
Total	2556.800	479			

As above table indicates, the main effect of group membership (Control and Experimental) is highly significant (F (2, 477) = 87.534; p<.0001) indicating that the experimental group showed clear improvement in their academic in the subject of English reading achievement as a result of their exposure to peer tutoring, when their posttest scores were adjusted in the light of their unequal pretest performance.

Discussion

Reading Organized Accurately, Tutor Praising, and Tutee Motioning were all seldom seen during the study, and these were all major parts of the procedure (Topping et al., 2011). Still, the study static proved the peer tutoring method was highly helpful even if it wasn't followed precisely. It was also noted that while cross-age tutoring—combining students in different grades–reading was more positive than same-age tutoring (Topping et al., 2011).

It was stated that improvements in self-esteem were realized in both same-age and cross-age combinations in both tutors and tutees. However, cross-age tutoring presented more achievements in wider self-confidence, demonstrating that at work with fresher students providing additional benefits to the tutors (Topping et al., 2011).

Both Piaget's and Vygotsky's theories are the constructivists investigation of learning, emphasizing that kids energetically concept information and understanding somewhat than being reflexive receptacles of information.

The study was based on provided opportunities to be given to the learners to learn along with more capable peers who interact socially with less competent peers by assisting them in learning

tasks that are within their zone of proximal development. Vygotsky has given more importance to peers influence in cognitive development than Piaget.

The Paired Reading meant reading was a fun activity for these pupils. It wasn't seen as an activity through which they would struggle. They could read aloud in a non-threatening and non-judgmental environment.

They appeared to become more confident in their reading. This observation was also noted by their teacher. The positive encouragement and affirmations really worked well. Discussing the illustrations and using them to find objects or characters mentioned in the text was also an activity the pupils enjoyed.

It improved their reading and confidence about reading. They recommended books to each other. Their reading became more accurate and their pronunciation of words became clearer. Their social skills developed through listening and communicating.

The most important gain for students as a result of the research was the self-esteem they developed from the self-worth they experienced. They had a great feeling of being needed.

In our views the best part of the research was the benefit to the class III students. It really improved their confidence levels, their self-image and their views about reading. They were really enthusiastic more than we have ever seen there before.

This was reflected in their school attendance and in the positive way they spoke about the research. Neither they, nor the primary school students wanted the research to end and that's a testament to how successful it was! We cannot praise it enough.

The best part of the research according to a student was the feeling of success and self-belief felt by them and the excitement and level of anticipation every single morning from both groups of students. The conclusions and the simplicity of application of the organization designate that peer tutoring could be an operative way to enhance the work of teachers and classroom supporters, and could be moved out as a general programme. The enhancement to school pupils' achievement providing by peer tutoring was comparable to about three months development in reading. This is superior to the influence of nationwide approaches and comes at an element of the price.

Recommendations

As the present study was conducted on a small group of students, more studies have to be conducted with vast and varied samples to acquire more consistent results in the field of education and knowledge. As this study was demarcated to the study of effects of peer tutoring on academic achievement in English. Further studies are being conducted on the effects of peer tutoring on improvement of social abilities, self-assurance, self-confidence and demonstrative improvement.

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