

## THE EFFECT OF PEER TUTORING ON INTELLECTUAL DISABLE CHILDREN IN NUMBER SKILLS

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### Abstract

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*The objective of the proposed research was to examine the effect of peer tutoring on intellectually disabled children in number skills. At the primary level, children attended peer tutoring programs and participated in this study, and moreover, single case studies have been used in this proposed research. The present research studies are focused on the effect of peer tutoring on number skills in intellectually disabled children. In this research, the researcher obtained that peer tutoring is a very effective method in developing the number skill for disabled constrained children. This method was found very effective to make understand numerical symbols in easy way to intellectual disabled children, which further greatly effects in the era of education and its achievement for an intellectually disabled children. The effects indicated that peer tutoring can be one step ahead for academic, personal and professional success. Besides, the findings also advise that the impact of peer-tutoring can make both, tutor and tutees more accountable, responsible, self-dependant and can sincerely determine their roles responsibilities for a healthy society.*

**Key words:** *Peer tutoring, peer tutors, peer tutees, intellectual disability, number skills.*



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**Peer tutoring:** The process of teaching in which a learner instructs the other learner on material on which first is an expert and the second is novice. In other words, peer tutoring means the process of teaching in which one expert nonprofessional learner helps his / her less able peers.

**Peer-Tutor:** Someone belonging to the same organization in the society in which the community is described by means of popularity. In this case, such status is that of being a fellow learner and not an expert teacher.

**Intellectual disability:** Intellectual disability is an incapacity characterized with the aid of big limitations both in intellectual functioning and in adaptive behaviour as expressed in conceptual, social, and realistic ability regions. This disability originates before the age of 18.

**Number Skills:** Number skills means ability to count objects, and assigning numerals with objects. The peer tutoring refers to a tutorial method that makes use of pairings of excessive acting students to tutor lower-appearing students in a category-extensive placing or in a not unusual venue outside of school under the supervision of a teacher. The phrases “tutoring” and “mentoring” may be used synonymously, as the role of teach also consists of preserving a supportive and encouraging courting with the tutee.

Peer tutoring in a custom curriculum is where higher performing understudies are combined with lower performing understudies or understudies with incapacities to survey or show scholastic material. This technique has been demonstrated to help understudies on the two sides ace substance and gain fearlessness in explicit aptitudes. Companion mentoring has been actualized with understudies, everything being equal, and levels in every branch of knowledge. Acquainting a companion coaching program with assistance understudies with handicaps and their normal friends might be a powerful and effective approach to support scholarly accomplishment. Educators and managers ought to consider the various approaches to actualize a program just as the preferences and shortcomings as they decide if a friend mentoring project would be a solid match in their schools and homerooms. It is ironic that tertiary establishments are regularly chided for no longer providing an actual world enjoy for students, yet they could provide a wonderfully sensible gaining knowledge of surroundings for students to show others, this permits authentic practice of a number of useful General talents like working collaboratively with peers, that could enhance teamwork and interpersonal abilities. This looks at affords support for the usage of peer tutoring and peer assessment for students in enhance the studying enjoy of each the student tutor and learner (Goodlad, 1999: Topping. 1996. Higher training. After all, proof suggests that peer tutoring can greatly A time while there's a push for higher training establishments to do more with much less" and sell the improvement of students" genre capabilities (Australian National Training Authority, 1998: Bennett, Dunne, & Carre, 1999: Candy. Crebert. & Oleary, 1994. Dearing. 1997, May, 1992). Peer tutoring can provide an effective device which not simplest assists pupil tutors and tutees to loam higher, but also allows promote the development of widely wide-spread talents, in addition to freeing up time for tutors (Topping, 1996). This presents an opportunity peer tutoring and learning

approach in which students take a seasoned-energetic position in wondering, questioning and sharing know-how, in this paper, we look at design troubles wished when imposing teaching program using peer gaining knowledge of, and additionally present the results of our evaluation. We begin by considering some theoretical underpinnings and layout factors of enforcing 'peer tutoring. Current facts imply that there are approximately 500 million People with disabilities in the global nowadays, with the majority being located in growing international locations (UNFP, 2007). In addition, the World Health Organization (WHO) 2011 expected that 10% of any nation consists of human beings with disabilities and that 80% of these people are in the developing countries (UN 2010). Individuals with disabilities had been noted to experience an extra occurrence of secondary impairments (which include cerebral palsy or different bodily obstacles) that affect motor talents (USDHHS, 2000). Rimmer in 2009 noted that incapacity affects a person's potential to endure in a hobby for an extended time and consequently fatigues without difficulty. Disability is commonly regarded in four large categories: bodily, visual, auditory and intellectual disabilities (Auster, Pyfer & Huettig, 2005). Intellectual disabilities are labelled as moderate, mild and excessive mental disabilities. People with intellectual disabilities have a discounted capacity to learn and their awareness span is typically brief. There is not on time mastery of essential and sports activities abilities and usually enjoy repeated failure. They consequently tend to be isolated and do no longer develop social abilities effortlessly. Intellectual disability has been documented (Auxter et al., 2005) to be the most time-honoured incapacity and is seven instances more widely wide-spread than deafness, 9 times greater established than cerebral palsy, 15 times greater standard than total 3 blindness and 35 instances greater generic than muscular dystrophy. The diploma of highbrow disability generally does not determine an athlete's overall performance level, however individuals with extreme intellectual disabilities will be more challenged by way of the tactical factors of competition (Van Biesen, et al., 2010). Human beings with intellectual disabilities are less lively in bodily pastime pursuits than their friends without disability (Hands & Larkin, 2006; Kosma et al., 2006; Frey, Stanish & Temple, 2008; Murphy, et al., 2008) but given right coaching and sufficient exercise time, maximum individuals with highbrow disabilities can efficaciously compete along or against lots of their friends without disabilities. In a strict sense the phrase peer tutoring is something of oxymoron. Tutoring packages can assist the youngsters growing examine and learning abilities with a view to help set up the kids for success for their entire life- practice/reinforcement of abilities at in advance level, perception into the gaining

knowledge of method, development of social/relationship abilities, for instance, listening, encouraging, improvement of responsibility and improvement of vanity.

### **OBJECTIVE**

- To compare the performance of peer tutors in relation to achievement of number skills among children with intellectual disability.

### **HYPOTHESES**

1. There is no significant variation among the pre – test mean score of peer tutees on number skills.
2. There is no significant variation among the post – test mean score of peer tutees on number skills.
3. There is no significant difference between the pre – test and post – test mean score of peer tutees on number skills.

### **DELIMITATIONS**

1. The study was confined to the inclusive and special schools of Kota, Rajasthan.
2. The study was limited to an age group of 7-11 years.

### **RESEARCH METHODS**

Single case experimental methods are used in proposed research.

### **SAMPLE OF THE STUDY**

Fifteen students with intellectual disability from the class primary using purposive sampling method — 1 with in the age range of 7-11 Year is selected as peer tutees randomly.

### **TOOLS**

The researcher has prepared checklist for assessing number skills

- Checklist for Assessment of Number Skills (CANS)

**HYPOTHESES NO. 1 :** There is no significant variation among the pre – test mean score of peer tutees on number skills.

**Table No. – 1**

**Sig. Level – 0.05**

Showing the ANOVA for the mean score of Number Skills based on Peer Tutees Pre – Test.

Source of variation	Df	SS	MSS	F – calculated
Among Factor	2	11.2	5.6	
Within Error	57	31.65	0.55	10.18
<b>TOTAL</b>	<b>59</b>			

$$F = (2, 57) = 10.18$$

$$df_1 = 2 \text{ and } df_2 = 57$$

$$F \text{ at } -.05 = 3.16$$

**Conclusion:** The comparison of the pre - test scores of peer tutees using ANOVA revealed that there is significant variation among the pre -test mean score of peer tutees on number skills.

**HYPOTHESES NO. 2 :** There is no significant variation among the post – test mean score of peer tutees on number skills.

**Table No. – 2**

**Sig. Level – 0.05**

Showing the ANOVA for the mean score of Number Skills based on Peer Tutees Post – Test.

Source of variation	Df	SS	MSS	F – calculated
Among Factor	2	6.64	3.32	
Within Error	57	135.95	2.38	1.39
<b>TOTAL</b>	<b>59</b>	<b>142.59</b>		

$$F = (2, 57) = 1.39$$

$$df_1 = 2 \text{ and } df_2 = 57$$

$$F \text{ at } -.05 = 3.16$$

**Conclusion:** The comparison of the post - test scores of peer tutees using ANOVA revealed that there is no significant variation among the post -test mean score of peer tutees on number skills. Tutees showed significant gain in number skills as a result of peer tutoring.

**HYPOTHESES NO. 3 :** There is no significant difference between the pre – test and post – test mean score of peer tutees on number skills.

**Table No. – 3**

**Sig. Level – 0.05**

Paired sample t – test to see the significance of achievement of tutees on CANS.

	<b>Mean</b>	<b>S.D.</b>	<b>t – value</b>
Pre – Test	41	10.58	16.4
Post – Test	88.33	8.14	P<0.05, df = 2

**Conclusion:** It concludes that the mean scores of posts -test is higher than the mean scores of pre -test of peer tutees in Number Skills. There is significant improvement in the performance of tutees on Number Skills.

**IMPLICATION:** Performance of students with intellectual disability on number skills in this study indicated that Peer Tutoring procedure is effective in the case of children with intellectual disable served as peer tutors. . Also, the results strongly suggest that students with intellectual disable can increase their correct response on number skills when peer tutoring is provided. The present study has several positive findings which have a direct implication to classroom teachers in teaching children with intellectual disable.

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