

The Impact of Social Skills on Intellectual Disabled Children Through Peer Tutoring

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Abstract

The objective of the proposed studies was to observe the impact of peer tutoring on intellectually disabled children in social skills. Social skills were developed on intellectual disabled children using peer tutoring, and moreover, single case experimental design was used in the assigned studies. The present studies research is focused on the effect of peer tutoring on social skills in intellectually disabled children. In this studies, the researcher acquired that peer tutoring is a very effective technique in developing the social skills for disabled children. This technique becomes very effective to make understand social behavior, which is very much required for a healthy family and society, in a clean way to intellectually disabled children. The study also signifies that the social skills of all the peer tutors were improved significantly after participating in the peer tutoring programme.

Keywords: Education, Students, Disabled Children, Peer Tutors.

Introduction

Peer Tutoring is a widely practice across a while, grade levels, and issue areas. By these practices, the intellectual disabled children are able to develop self-dependence, caring nature, helpful nature in them. The intervention permits the students to receive one-to-one assistance and hence, intellectual disabled children need extra attention towards themselves and if single subject is taught by single tutor. It is very beneficial for the student as grasping power of student is better in single assistance rather than in group, because teaching a single student is easier task for a tutor that to study the students in a group. Intellectual disabled children mostly like not to meet any stranger, they fear from someone they don't know, therefore when these children are divided into groups, tutors first interact with them by any method they like (by playing with them, by giving them their favourite things like chocolates or ice-cream, by praising them for anything they do, etc.) and then tutors develops the social skills methods in the intellectual disabled children. These children improve significantly after participation in the peer tutoring programme. The academic and social benefits are experience by functioning either as tutor or as tutees. Intellectual disabled children act as tutor, tutees or both for same age group or younger children having same problem as they have and due to this reason, intellectual disabled children can teach their young ones, therefore, peer tutoring is good for them. After successful peer tutoring, intellectual disabled children can be a peer tutor for another intellectual disabled children. These children can be an ideal for the society and earn a livelihood for themselves and uphold their responsibilities towards their family. Students have expanded opportunities to reply in smaller companies and this is an advantage for the students to study in small groups rather than in big ones hence, by studying in small groups strengthen the foundation of all the concepts and also clears all the doubts in children. Tutors are helpful by changing the attitudes towards capabilities of children with intellectual disabilities. Therefore, it is a very necessary for the children and this research will present as an ideal for society in these intellectually disabled children as well as the research is very much needed to make them dependent from the professional level as well. Peer Tutoring is very essential teaching for intellectually disabled children. Through this teaching these children can be made very self-sufficient, financially successful, so that they can also a normal person or a general student in society too. Children can achieve every goal in their life,



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so peer tutoring is very important for them. Such research should be done from time to time in society. Intellectual disabled children's position in India is very pathetic. This research is very important to improve this situation. It promotes educational and social improvement for tutees. Peer tutoring increases self-assurance and self-efficacy. The significance for such research is that Intellectual Disabled Children will become self-sufficient only when they are given any kind of vocational training. Their social skills are developed. All this is possible only through peer tutoring. Peer tutoring is a method in which children can be made economically self-sufficient and can also be given vocational training, so this research is very much needed for our society and such research should be done from time to time. Further the effort was made to find out the peer tutoring an effective method to teach social skill, to children with intellectual disabilities even when the tutors are the elder children with intellectual disabilities and tutees are their less able peer with intellectual disabilities.

Objectives of The Study

1. To find out efficacy of peer tutoring when tutors are peers having mild intellectual disabilities.

Hypotheses of The Study

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

Review of Literature:

Wolfe Bridgett (2018), The objective of this study was to analyse "the impact of a peer-tutoring model on a group of heterogeneous multi-aged high school students with diverse learning abilities". In this research study, the following data was applied to 17 students over seven weeks in the Fall 2017 semester. Quantitative data in the form of pre and post-test and qualitative data in the form of semi-structured interviews, journals, and classroom observations were used to answer the research question. This research suggests many benefits of peer tutoring implementation like Peer Accountability; 2. Classwork Completion Strategies; 3. Mutual Benefits of Peer-Tutoring; and 4. Cooperative Learning Strategies.

Christopher Farrell (2019), the goal of the have a look at becoming to explore the effect of sophistication-wide peer tutoring at the ability performance and fitness degrees of students with disabilities in an essential bodily training inclusion class. The information turned into analysis with the help of 9 students with disabilities who're contributors to a fourth-grade bodily education inclusion class. During the baseline levels of this observation. The unmarried-subject study used an ABAB research design taken from these studies. The locating of these studies has a look at suggests that students with disabilities showed a boom in skill performance and fitness degrees because of the result of the usage of CWPT. Participant satisfaction surveys suggest a high stage of amusement and pride with CWPT.

Remarking An Analisation

Ali, Sana (2019), The present study includes three hundred faculties of training students from NCTE authorized faculties in Hyderabad. The pattern becomes selected by the usage of a scientific random sampling method from a complete population of 2100 college students from 21 schools of schooling in Hyderabad. The pattern size becomes calculated the use of an online pattern size calculator taking self-assurance level as 95 % and margin of error as 5 % and also, reconfirmed using the overall components $n = [st / ME]^2$. The investigator of the present takes a look at using the emotional adulthood scale built and standardized by way of Romapal (1984), The present findings of the take a look at the monitor the following tips may be executed to improve the emotional maturity and Peer institution adjustment of college students. This research reveals the subsequent elements are affecting emotional adulthood and peer institution adjustment which includes hereditary factors, maturation, schooling, fitness, intelligence, family dating., social environment.

Delimitations of The Study

1. The study was confined to the inclusive and special schools of Kota, Rajasthan.

Research Methods

1. Single case experimental methods are used in proposed research.

Sample of The Study

1. six 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

1. CASS: (Checklist for Assessment of Social Skills)

Statistical Analysis:

1. ANOVA
2. Mean
3. Standard Deviation (SD)
4. Significant Difference Between the Mean (t)

Hypotheses No. 1

There is no significant variation among the pre-test mean score of peer tutees on social skills.

Social Skills on Peer Tutees (Pre – test)

Table No. – 1

Sig. Level – 0.05

Showing the ANOVA for the mean scores of Social Skills based on Peer Tutees Pre – Test.

Source of variation	Df	SS	MSS	F – calculated
Among Factor	2	4.24	2.12	3.02
Within Error	57	39.95	0.70	
TOTAL	59	44.19		

$F = (2, 57) = 3.02$

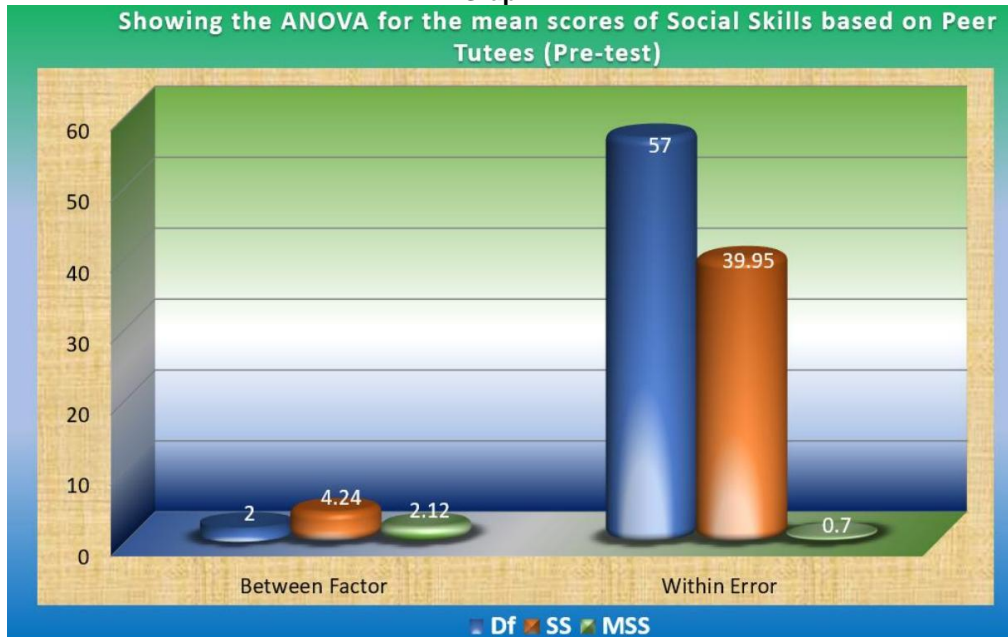
$df_1 = 2$ and $df_2 = 57$

F at $-.05 = 3.16$

Conclusion

It reveals that the pre – test scores initially showed social condition of intellectual disabled tutees. The pre – test scores revealed that there is no significant variance among the peer tutees on social skills.

Graph - 1



Hypotheses No. 2

There is no significant variation among the pre-test mean score of peer tutees on social skills.

Social Skills on Peer Tutees (Post – test)

Table No. – 2

Sig. Level – 0.05

Showing the ANOVA for the mean scores of Social Skills based on Peer Tutees Post – Test.

Source of variation	Df	SS	MSS	F – calculated
Among Factor	2	0.1	0.05	0.25
Within Error	57	11.5	0.20	
TOTAL	59			

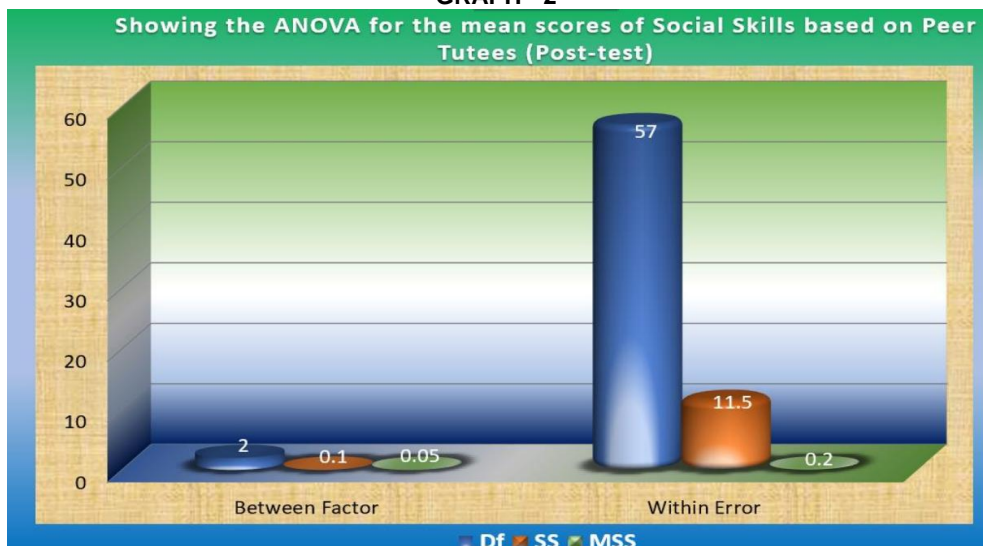
$F = (2, 57) = 0.25$
 $df_1 = 2$ and $df_2 = 57$
 F at $.05 = 3.16$

Conclusion

It means that social skills of intellectually disabled tutees with post-test stage prevailed significantly increase among the variance of peer

tutees. However, they enhanced performance in the post-test which might be the result of peer tutoring. This confirms Vygotsky.

GRAPH - 2



There is no significant difference between the pre- test and post- test mean score of peer tutees on social skills.

Paired Sample t – test result of Social Skills of Peer Tutees

Table No. – 3

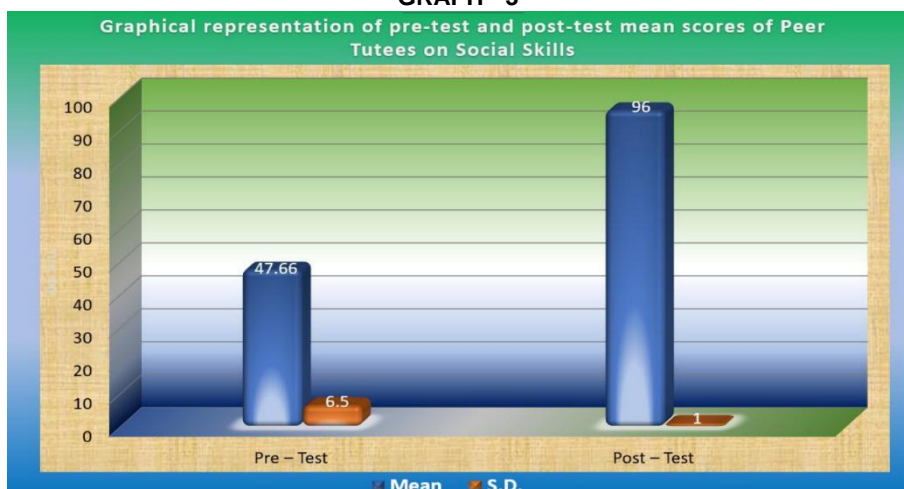
	Mean	S.D.	t – value
Pre – Test	47.66	6.50	11.69
Post – Test	96	1	P<0.05, df = 2

Conclusion

It concluded that the peer tutoring had a significant effect on achievement of social skills. This result is similar to the study of Osguthrop and

Scruggs (1986), who concluded that these students experience academic and social benefits by functioning either as tutor or as tutees.

GRAPH - 3



Implication

Peer tutoring showed a significant gain in their social skills. The findings of the study that the social skills of the all-peer tutors and tutees were improved significantly after participation in the peer tutoring program. This result is similar to the study of Osguthrope and Scruggs (1986), who concluded from major review and analysis that even special education students can function as tutors if they are trained and supervised properly. Results of the present study indicated that, though intervention programme challenges the aspects of social behavior had a positive influence on peer acceptance of intellectually disabled children.

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