

IMPACT OF TUTORING PROGRAMME ON MIDDLE SCHOOL STUDENTS

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Abstract

A tutoring is a method of knowledge transfer. It may be used as a component of a learning process. It is more interactive when compared to other learning process. A tutoring programme for Class 6 students was designed with the 1 year B. Ed. student teachers acting as tutors for 150 hours of intervention. The programme yielded 40% gain score among the Class 6 students.

Keywords: *Tutoring, Teacher Education, Student Teachers.*

Introduction

A tutoring is a method of knowledge transfer. It may be used as a component of a learning process. It is more interactive when compared to other learning process. A tutoring programme was designed with the help of student teachers pursuing first year B. Ed. programme in a College of Education to the Class 6 students studying in a higher Secondary School situated in the vicinity of the College.

Mission statement of Tutoring Program

“To provide quality tutoring that supports student learning and empowers students to achieve success”.

Objectives of Tutoring Program

- To identify the learning difficulties of students
- To device appropriate activities to overcome learning disabilities
- To enhance reading and writing, analytical skills of students
- To extend student’s engagement in the learning process
- To provide learning activities according to the level of students
- To monitor the academic improvement of students
- To modify tutoring process as per the needs of students
- To foster the academic achievement of students
- To improve the overall development of students

Nature of Tutoring Program

- The tutoring program starts with an orientation by teacher educators to all I B. Ed. student-teachers, regarding the planning, preparation and implementing the program.
- Student teachers will be divided into two groups as A and B.
- Initially the students of group A will be sent to a Higher Secondary School daily 4.00 to 5.00 p.m. after college working hours every day except Saturdays, for

approximately 75 working days. A student teacher will act as a tutor for one student of Class 6 of the school.

- Next the students of group 'B' will be sent to the school, after the completion of 75 working days by the group A.
- Tutors will be asked to keep a 'Tutoring Journal' for the daily activities as per the format and to get the signature of the concerned teacher and the teacher educator.
- The program in-charge staff will visit to the school daily, during the tutoring session and supervise the activities given by our student teachers. Guidance will be given if necessary.
- After every month there will be a feedback meeting conducted by the Principal and in-charge staff to discuss the areas of learning disabilities and the progress of school students.
- All the student-teachers of First year B.Ed program will participate in this tutoring program.
- A pretest and post test conducted yields the academic gain of the student for the academic year.

Format to be recorded in the Tutoring Journal

Name of the tutor:

Name of the student:

Class & Section:

Date:

Time:

Subject taught or other activities given:

Outcome of learning:

Follow-up work:

Signature of the school teacher:

Signature of the Teacher Educator:

Results and Discussion

Table 1: Pre test and Post test Scores of the Tutoring Programme

Academic Year	No. of students	Pre-Test Score (50)	Post -Test score (50)	Gain Score
2018-2019	75	20.4	40.2	19.8

The tutoring programme held for the academic year 2018-2019 has yielded fruitful results. A gain score average of 40% was recorded among 75 Class 6 students of a higher secondary school.

Conclusion

It is evident from the paper that the tutoring programme has an impact on the academic achievement of Class 6 students. All Colleges of Education should implement the tutoring programme with their neighborhood schools for the mutual benefits of the student teachers as well as the school students.

References

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