CHAPTER - III

CONCEPTUAL FRAMEWORK

3.1 INTRODUCTION

Whereas the previous chapter dealt with the perspectives of the study, the present chapter attempts to describe the conceptual framework of the study which may help the investigator in conceptualizing the variables involved in the study and set the investigation in proper perspectives. To understand the present theoretical status of the variables under consideration the investigator reviewed the available literature in this area. The reviewed literature is classified and presented under the following headings:

(i) PEER TUTORING

(ii) STUDENT - TO - STUDENT COUNSELLING

3.2 PEER TUTORING

In this subsection, the detailed theoretical outline of Peer Tutoring explored by the investigator is given with a view to conceptualize the Peer Tutoring Programme.

Tutoring is a time-honoured, research-based method of helping students succeed in their academic tasks. Tutoring is a strategy for strengthening learner's study skills and ability to learn. It builds
confidence, teaches new strategies for grappling with content and help refine a student's thinking process.

Tutoring is a method of teaching in which one student receives personalized and individualized instruction. The person doing the teaching is called a tutor, while the student is called a tutee.

Tutoring has been demonstrated to be effective with students of varying skill levels (Heron, Heward K cooke, 1983). However, every attempt at tutoring is not automatically effective, everywhere. To be effective tutoring needs to be thoughtful, well-structured and carefully monitored.

An instructional model is a step-by-step procedure that leads specific learning outcomes. The models of teaching approach emphasize the need for variety in the classroom. This variety can only be accomplished by developing the teacher's repertoire of instruction approaches to meet a range of objectives; the teacher who utilizes variety is more likely to reach all students in the classroom. Moreover students are encouraged to learn in a diversity of ways. The teacher often works with the class as a whole, particularly, when presenting information of modeling a process. The typical classroom tends to have students with a broad range of knowledge and experience. This multiplicity causes some of these students may need individual care and explanation that is more detailed. In general, the teacher does not have the time for each and every
student; this fact pushes the teacher to search for other instructional strategies to use with them. One of these strategies is peer tutoring.

**Peer tutoring** is a type of instructional strategy in which students are taught by their peers, who have been trained and supervised by the classroom teacher. Peer tutoring involves having students work in pairs, with another student of the same age or grade, and can be used to aid in the instruction of a few specific students or on a class-wide basis. This strategy is meant to supplement the teacher-directed instruction in the classroom, not replace it. Peer tutoring, specifically on a class-wide basis, has been shown to be an extremely powerful way to improve student academic, social and behavioral functioning beyond that which occurs through typical teacher-directed instruction. When implemented in combination with teacher-directed instruction, peer tutoring has been shown to improve student achievement, grades, engagement, retention of information, decrease and / or prevent school failure better than teacher-directed instruction alone.

There is a basic code of ethics that all peer tutors are responsible to uphold. It includes

- possessing subject proficiency and knowledge.
- respecting the student as an individual
- building the student's confidence through honest encouragement
- giving total attention to the student during tutoring sessions
• serving as a guide rather than as an authority figure
• showing patience and understanding of the student's abilities.

3.2.1 HISTORY OF PEER TUTORING

It is likely that peer tutoring has been part of human existence since hunter-gatherer times. As Jenkins and Jenkins (1987) write, "Tutorial instruction (Parents teaching their offspring how to make a fire and to hunt and adolescents instructing younger siblings about edible berries and roots) was probably the first pedagogy among primitive societies". 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 Germany, other European locales, and finally America (1990) Topping's (1988) history dates the formalized use of peer tutoring back the 1700s. Other academics trace peer tutoring back to the "Monitor system" of the early nineteenth century (Bland and Harris, 1989).

The first systematic use of Peer tutoring in the world is associated with the name of Andrew Bell, who was appointed as superintendent in a charity school in Madras. When the school teachers were found resistant, to some of the new educational ideas he wished to introduce, he turned to experimenting with monitors or peer tutors using the new ideas, rapidly became aware that the use of children to teach other children was an innovation of greater significance (Topping, 1988).
Joseph Lancaster opened a school in 1801 for 350 boys in London. He arranged classrooms on the basis of attainment and deployed monitors and assistant monitors to class to ensure that the pupils helped each other. Lancaster was a vigorous publicist of this method and it would be accurate to say that Bell was the innovator and Lancaster the developer and disseminator of the peer tutoring systems.

3.2.2. DEFINITIONS

According to Rohrbeck, Ginsburg-Block, Fantuzzo, & Miller (2003), peer tutoring is "systematic, peer-mediated teaching strategies".

Peer tutoring is the system of instruction in which learners help each other and learn by teaching. A peer is someone belonging to the same group (Goodlad & Hirst, 1989).

Probably the most succinct definition of peer tutoring comes from Damon and Phelps (1989):

"Peer tutoring is an approach in which one child instructs another child in material on which the first is an expert and the second is a novice"

According to Gaustad (1992), Peer tutoring can be defined as a “one-on-one teaching process in which the tutor is of the same general age, grade, or academic status as the tutee”.
Peer tutoring is defined as "an educational practice in which students interact with other students to attain educational goals" (Lisi, 1999)

Topping (1988) defines peer tutoring as an instructional arrangement in which able pupils work with pupils of lesser ability in a carefully organized way, helping each other rather than being directed exclusively by a teacher.

Peer tutor is a student, who assists educationally disadvantaged peers to attain grade-level proficiency in basic skills and, as appropriate, learn more advanced skills by assisting with homework assignments, providing instruction, and fostering good study habits.

3.2.3 OTHER NAMES FOR PEER TUTORING

Peer tutoring also goes by the names of Peer teaching, peer education, partner learning, peer learning, child-teach-child, and learning through teaching (Britz, Dixon and Mclaughlin, 1989). Furthermore, peer tutoring is a type of "peer resource programming", shares attributes with youth services, youth involvement, peer helping, peer mediation, peer leadership, and cooperative learning. Peer tutoring has also been called one approach to "peer cooperation", along with cooperative learning and peer collaboration. "Peer collaboration" differs from peer tutoring in that children begin at roughly the same levels of competence when they collaborate to "solve tasks that neither could do previously" (Damon and
Phelps, 1989). Finally, "Mutual Instruction" has been proposed as a more descriptive term than peer tutoring (Swengel, 1991).

3.2.4 TUTORING MODELS

There are a variety of ways to structure peer tutoring for students. Tutoring may happen in many different ways and still be successful for the tutor, the tutee and all of the teachers involved. It is important for whichever model is selected, that tutoring is a visible activity that emphasizes student leadership and responsibility, fun activities for tutors and tutees, and provides tutor appreciation and recognition throughout the school year. Since every model has benefits and downsides, programs should use a peer tutoring model that fits the needs of their teachers and students.

(a) One-to-One Tutoring

- Suitable for intensive one-on-one help in a specific area. Specific sessions can be designed to support the tutee's needs.

Tutors are matched together with tutees in pairs. According to research on peer tutoring, this is the most effective form of tutoring. If possible, the tutor and tutee should work together consistently throughout the year. This relationship benefits both the tutor and the tutee.

(b) Floater Tutoring

- Suitable for an entire class with a few tutors.
Tutors roam the classroom and help students who are experiencing difficulty with their work. In this model, it is necessary for tutee teachers to provide explicit instructions for tutors to use while they float as to limit confusion about their tasks. Another option is to have tutors be responsible for their own group of tutees. This added structure allows tutors to focus their attention on smaller groups of students and more specific tasks.

(c) Whole Class, One Schedule Tutoring

- Suitable for tutoring that is built into the class schedule and curriculum.

In this model, the entire class tutors together at the same time each week. This allotted time permits the teacher to observe student's tutoring and to provide coaching. It also creates a build-in time for training, reflection and communication. Benefits to this model include student's recognition of effective tutoring behaviors, opportunities to provide feedback to their classmates, and feeling supported while developing new skills as well as applying them to their own learning.

(d) Small Group Instruction

Two procedural variations are possible within a small-group configuration. First, small-group tutoring may be used for students with learning disabilities who need additional (or remedial) practice with skills. Thus, part of their independent seat work time might be devoted to
tutoring. In the second variation, the whole class participates, but on a rotating basis. While the teacher works with one instructional group, a second group is engaged in peer tutoring, while the rest of the class participates in independent seat work or other co-operative groups. Groups rotate daily (or weekly) to all, each group to engage in all activities.

(e) Mutual Peer Tutoring

Peer tutoring must not be confined to a student teaching another student with lower ability or knowledge. Peer tutoring "can be structured so that same-ability age mates can scaffold each other's higher order thinking and learning" (King et al., 1998). This kind of tutoring is known as the mutual peer tutoring.

Mutual peer tutoring goes beyond stating facts and presenting knowledge. The peers engage in a more complex learning process that goes beyond memorizing facts to thinking how those facts are related to each other and to what they already know. This process requires mutual exchange of ideas, explanations, justifications, speculations, inferences, hypotheses, conclusions, and other high-level discourse. This learning process forces changes in the cognitive system. So learning can happen (King et al., 1998).

(f) Cross-aged Tutoring
Cross-age tutoring is an effective method to provide individualized instruction (Schradj & Valus, 1990). In cross-age tutoring arrangements, the tutor is approximately two or more years older than the tutee and usually from the same school. In some cases, however, junior-high or high-school students from nearby campuses have served as tutors of elementary students.

(g) Home-based Tutoring

In home-based formats, parents or siblings serve as tutors. Although home-based tutoring programs have not been widely studied, preliminary data show that parent can serve as effective tutors for their children.

3.2.5 WHY USE PEER TUTORING?

There are three commonly cited benefits of peer tutoring: the learning of academic skills, the development of social behaviour and classroom discipline, and the enhancement of peer relations (Greenwood, Carta and Hall, 1988) Researchers have also identified improvements in self-esteem and one of its components-internal locus of control.

Some writers also cite broader benefits, Hedin (1987), for example, cites, "a more cooperative, pleasant classroom atmosphere" and "[recruiting] promising future teachers into the profession". Still other potential benefits are better-adjusted students with skills transferable to parenting when they mature (Stray horn, Strain and Walker 1993).
3.2.6 Why does peer tutoring work?

Peer tutoring works for several reasons:

- Students have more opportunities to respond to academic material. In other words, they have more opportunities to practise what they are learning by talking about what they are learning, reading out loud and writing.

- Students receive feedback and error correction immediately and more frequently. In large group or teacher-directed settings, it is impossible to provide feedback and error correction to every student for every response. With peer tutoring, students receive feedback and correction immediately for every response.

- Students are engaged in active learning, not passive learning. For example, when using peer tutoring, students are actively asking each other questions, responding with answers, correcting mistakes, and providing positive feedback, as opposed to simply watching and listening to the teacher. Active learning has been shown to be more effective in promoting student achievement.

- Many students tend to learn more and experience more engagement and "on-task" behaviour when instruction is at a brisk pace. Peer tutoring allows for a faster pace as students are more frequently responding to academic material than in a large-group setting. Peer tutoring also allows for students to be matched based on their
learning style, in other words, students who learn better at a slower pace may be paired together, as can be students who learn better at a pace that is more brisk, thus allowing for individual adaptation in instruction.

- Students are more "on-task" and motivated to learn, which means they are less likely to engage in behaviors that are disruptive or problematic.
- Peer tutoring provides students with valuable opportunities to practise their social skills in a structured environment, whereby the teacher can directly monitor social interaction and provide feedback as necessary.
- In peer tutoring, tutors and tutees speak a more similar language than do teachers and students.
- The tutor is not very far removed from the tutee in authority or knowledge. Being closer in knowledge and status, the tutee in a peer relation feels freer to express opinions, ask questions, and risk untested solutions. The interaction between instructor and pupil is more balanced and more lively.

### 3.2.7 EDUCATIONAL THEORIES

Different educational theories underlie the various types of tutoring and forms of practice (Goodlad & Hearst, 1989):
Role Model Theory postulates that tutors' behaviour will be adapted to what tutees will expect from the teacher, and that tutee will rather learn from a tutor who is regarded by the tutee as less alien than a teacher;

Behaviourist Theory conceptualizes learning as the process of the rewarding of correct learner responses, which motivates another step in learning by the learner;

Socio-linguistic Theory accepts that the social effect of education on patterns of speech provides practice in speech; and

Gestalt Theory emphasizes that learning will realize when a learner is able to locate relevant phenomena in intellectual structures.

### 3.2.8 PRINCIPLES FOR EFFECTIVE TUTORING

Principles for effective tutoring (Topping, 2000) are given below:

- **Consistent and regular time.** Tutor and tutee must agree how much time they can give to working together. How often will you meet each week? How long is each session? Over how many weeks? Where? Do not start anything you cannot keep up or finish. Regular meetings are needed to build up a trusting and comfortable tutoring relationship.

- **Target tutee's real-life goals.** Tutees often have strong ideas on what they need help with. However, these ideas can be very short-term. Tutees might think more of getting their written home work
done 'correctly', than of really understanding the subject. Tutors have to start with the tutee's immediate concerns. But tutors should talk with tutees about their goals, encouraging them to consider wider and deeper understanding. Of course, this does not mean that tutors make tutees learn what the tutor is interested or expert in, or to think just like the tutor.

❖ **Explore understanding.** Tutors need to find out what tutees already know and what they think they know that is actually incorrect. Talking to explore deep understanding in the way to do this. Explore varied examples to make sure tutees can really use what they know in different contexts.

❖ **Small steps.** Tutees often need to learn in very small steps. Do not expect them to make big leaps. Tutors often forget how long it took them to really understand something themselves.

❖ **Balance Support and challenge.** Tutoring is intended to be supportive - to help the tutee in their struggle to understand. But tutors should not just give tutees the right answer, or just tell or show them how to do something. They might feel helpful, but it will only result in mechanical learning without real understanding-remembering what. Understanding the process of how to find the right answer is the most important thing. So tutoring should be more than repeated drill and practice. Sometimes tutors will find
that tutees have fixed ideas that are too narrow or just wrong. Then the tutor must challenge the tutee, to help them loosen and then reorganize and improve the quality of their thinking.

- **Avoid lectures.** Do not give tutees long, complicated explanations. Keep everything short, to the point and in simple words. Give positive instructions for what to do. Do not emphasize what not to do. If necessary, explain again briefly, but in different words.

- **Review.** Often it is helpful to briefly review what you learned in your previous tutoring session.

- **Concentrate.** Stay focused on the task in hand. Do not drift off into irrelevant conversation. Tutoring time is precious. Use it well. But have some fun while learning.

- **Variety.** Mix up: easy and hard tasks; short and long; highly structured and open-ended; talking, reading and writing.

- **Thinking time.** Do not expect the tutee to respond to a question immediately. They will need some thinking time. Tutors can give them that, while school teachers often cannot.

- **Prompt.** Do not just tell the tutee the answer. Give them a small clue about how to work out the right answer. This might be a drawing or a gesture, as well as more spoken words. Give just enough support to enable the tutee to be successful with some effort-no more.
- **Observe tutee performance closely.** If errors are not seen and corrected, much faulty learning will take place. Some errors might be just carelessness. But many will show a failure to understand.

- **Check for errors.** When you see an error, try to intervene positively. Avoid just saying 'no!'. First, suggest to your tutee that you think they might have made an error. Encourage them to find where. If they cannot find where, give them a clue to help them locate the error.

- **Promote self-correction.** When they have found it, talk about the nature of the error. In what way is it wrong? Why? How can it be put right? Through this discussion, you give the tutee the chance to put the error right themselves (self-correction). This is much better for their learning and for their confidence.

- **Correction procedure.** Of course, if they try to self-correct but still do not get it right, you will need to intervene more. If all else fails, you might need to demonstrate or model the correct response; lead or prompt the tutee to imitate this; check that the tutee can produce the correct response without help.

- **Ensure correct correction.** Tutors do not know everything. So there is a risk they will not notice all the errors the tutee makes. Even worse, they might insist some answers are wrong, when actually they are correct. Or they might see the tutee has got
something wrong, but get it wrong themselves in trying to correct it. In those kinds of tutoring where there are 'right answers', it is helpful if the tutor has some master source of reference. This might be especially necessary if tutor and tutee are not very different in ability in the subject.

**Praise.** Most tutors do not praise their tutees as much as they think they do. Most tutors also criticize their tutees more than they think they do. Try to observe your own tutoring behaviour carefully. Tutoring is a private situation that should be within a context of trust. Embarrassment about giving and receiving praise publicly should not be a problem. So give more praise!

**When to praise.** Praise for success with particularly hard problems or tasks. Praise for self-correction. Praise for increasing time-span without error. Praise for effort as well as success when the tutee is struggling. Praise 'better efforts' even if still not quite right. Praise increasing tutee independence. At the end of the session, give praise for the whole session. Write some praise on any record of the session.

**Summarize/ review.** At strategic points during the tutoring session, and certainly at the end of it, ask the tutee to summarize or review the key or main points that have learned. You might be surprised at what they think are the main points. You might need to
remind them of one or two important things, which they already seem to have forgotten. Have a final discussion and agree about the main points. Do not try to cram in too many 'main' points. This is all good preparation for the review or recapitulation that should start your next session.

- **Listen.** Give your tutee time to struggle to explain what their difficulty is. Do not just jump into fix what you assume their difficulty is.

- **Read.** Your tutee might be having trouble reading a word problem. If so, read it for them and check their understanding.

- **Question.** Do not just ask for a fact or one-word answer. Ask questions that are open-ended and encourage the tutee to talk. But do not make them too complicated. Ask questions that will make the tutee think and reveal their understanding. Ask questions that make the tutee apply, analyse, predict, classify, synthesize, justify or evaluate what they are learning. Some of these questions will have more than one 'right' answer. Do not accept guesses. Ask helpful and intelligent questions which give clues, to stimulate and guide student thinking, and challenge their misconceptions.

- **Pause for think-aloud.** Give your tutee some thinking time, before expecting an answer. Encourage them to tell you what they are thinking all the time. Then you will find out where and how they
are going wrong. Remember tutors need time to think, also if you are not sure, say so, you are not supposed to know everything.

- **Make it real.** Try to make the problem seem real and related to the life of your tutee. Ask the tutee to try to imagine what the problem would look like in real life. Have the tutee think of what they have learned before or problems they have solved before relevant to the current problem. Work through a similar but simpler problem. How can this kind of problem be related to people, places, events and experiences in the home/community life of the tutee? Or those of someone they know or have seen on television? Make up a similar problem using the student's own name. Try to use everyday language.

- **Check.** Check that your tutee eventually gets the right answer. But remember there is probably more than one right way to solve the problem. **Only if all else fails** show your tutee how you would do it.

- **Encourage.** Give your tutee praise and encouragement very often, even for a very small success with a single step in solving a problem. Keep their confidence high.

- **Generalize.** Have your tutee summarize the key strategies and steps in solving the problem. Point out any errors or gaps, then
summarize the key strategies yourself. Talk about how these might be applied to another similar problem.

- **Training.** Train tutors and tutees together if possible. Tell them what to do. Then demonstrate what they have to do. Observe and check whether they are doing it well. Give extra praise and coaching as needed.

- **Training in general tutoring skills.** For example, how to establish a comfortable relationship; how to present tasks; how to give clear explanations; how to ask questions; how to demonstrate skills; how to prompt or lead tutees into imitating skills; how to check on performance; how to give feedback and praise; how to identify consistent patterns of error; how to keep progress records.

- **Goals of monitoring.** Seek to: detect and solve any problems before they become large; find opportunities to give plentiful praise and show enthusiasm to keep motivation high; ensure the tutoring technique does not show signs of 'drift'; check that pairs are maintaining positive social relationships; be sure that materials used are from an appropriate sequence / level of difficulty; and generally review the complexity and richness of the learning taking place.

### 3.2.9 BENEFITS OF TUTORING PROGRAMS
There are numerous benefits associated with tutoring. As with any other school program, it is important to note that no two tutoring programs are the same. Student, school and community dynamics all contribute to the uniqueness of any given program. Also, the scope of tutoring can vary widely from school to school. Given these differences, there are common benefits that result from tutoring in nearly any setting. The following lists detail benefits of tutoring in general, as well as benefits to the tutees, the tutors and the teachers,

(a) GENERAL BENEFITS

- Increase mastery of academic skills (Miller, kohler, Ezell, Hoel & Strain, 1993; Kalkowski, 1995)
- Improves self-esteem and self-confidence (Rekrut, 1994; Gaustad, 1992)
- Improves student's attitudes towards school: reduces dropout rates, truancies, and tardies (cotton, 1989; Martino, 1993)
- Breaks down social barriers and creates new friendships (Miller et. al., 1993; cotton, 1989)
- Provides emotional support and positive role-models (Martino, 1993)
- Individual instruction: lessons are tailored to individual students' learning styles and levels of understanding (Martino, 1993, Topping, 1988)
• Instruction free of competition: students progress at their own pace (Topping, 1988)
• Private instruction, apart from whole class instruction (Gaustad, 1992)
• Increased praise, feedback, and encouragement over what they might receive from one teacher (Topping, 1988)
• Closer monitoring (from the teacher and tutor) that maximizes time on task (Topping, 1988)
• Skills demonstrated instead of just verbalized (Topping, 1988)
• Companionship (Topping, 1988, cotton, 1989)

(b) BENEFITS FOR TUTORS
• A sense of pride and accomplishment for having helped someone else (Lancy & Nattio, 1992)
• Increased academic mastery (Rekrut, 1994)
• A greater sense of dedication to their own instruction, so they can effectively transmit it to the tutee (Gaustad, 1992)
• Increased self-esteem, confidence, and sense of adequacy as a result of being named a tutor (Rekrut, 1994)
• A new or increased sense of responsibility and awareness for what teachers must do to transmit knowledge to students (Gaustad, 1992; Topping, 1988)
Empathy for tutees for whom learning may be much more of a struggle (Rekrut, 1994)

Development of social skills (Mathur and Rutherford, 1991)

Provides emotional support and positive role - models.

Opportunity to develop personality qualities.

(c) BENEFITS FOR TUTEES

Goals for tutees focused on academic achievement and high school graduation, are included (in order of importance):

- Improving basic skills in maths;
- Preventing school drop-out;
- Improving study skills;
- Building self-esteem;
- Improving student's attitudes towards school subject matter;
- Increasing attendance;
- Improving advanced skills in maths;
- Increases amount of individual instruction;
- Lessons customized to individual student's learning styles and levels of understanding;
- Opportunity for companionship; and
- More teaching and training.

(d) BENEFITS FOR TEACHERS
- Reduced time spent on repetitive work, allowing them to carry out more technical and professional tasks (Topping, 1988).
- Personal gratification in seeing the rewards reaped by both tutor and tutee (Cotton, 1989).
- Improved skills as they perform monitoring, counselling, evaluation, and record-keeping functions in conjunction with the program (Cotton, 1989).

3.2.10 FACTORS USED TO MATCH TUTEES WITH TUTORS

The factors used to match learners with peer tutors included:

- Ability to work together;
- Student's area of special need;
- Skilled or confident peer tutors matched with more needy or "difficult" students;
- Personal preference of peer tutors;
- Similarity of cultural background;
- Same gender pairing;
- Similarity in language background.

3.2.11 FACTORS AFFECTING THE LONGEVITY OF TUTOR RELATIONSHIP

Numerous factors are identified as affecting the longevity of the tutor relationships with learners:
Initial screening and matching of tutors with students who have similar characteristics;

Degree of coordination among tutors, and classroom teachers;

Frequency and duration of tutoring sessions;

Time of day when tutoring sessions occur;

Location of tutoring sessions;

Level of parental participation and support; and

Amount and quality of training for tutors.

3.2.12 OBSTACLES TO USE PEER TUTORING

Peer tutoring is not used more often. As one author put it, "However ancient peer tutoring might be, many schools bypassed it when searching for effective ways to meet academic goals" (Martino, 1994). A retired teacher and professor, who is quite passionate about the need for such expansion, has said that "what has been fundamentally wrong with formal schooling for thousands of years is [the basic instructional unit of teacher-and-class]" and peer tutoring is the solution (Swengel, 1991).

Professor Diane Hedin (1987) calls the fact that peer tutoring is not more widely used "a mystery" and offers suggestions in the hopes of expanding its use. Reissman (1993) calls the potential of peer tutoring and "unutilized resource" of minimal cost and high effectiveness. Finally, alcohol-and-drug-abuse prevention specialist Bonnie Benard (1990) strongly advocates a "peer resource model of education" based on seven
ways in which research has indicated that peer relationships contribute to children's social and cognitive development. In her words, "It seems imperative we encourage and provide youth the opportunities to relate to each other and work together in a cooperative and / or collaborative way from early childhood on".

Why, then, are peer tutoring not in widespread use? One reason may be that as Damon and Phelps (1989) put it, "Virtually all schooling, in this country and elsewhere, is structured around the traditional belief that knowledge is best transmitted from adult to child in linear fashion". All of the following have also been cited as obstacles: tradition, teacher resistance, possible disadvantages accruing to the tutor, possible tutor impatience, implications of tutor selection, implications for school organization, variable suitability of different subjects for peer tutoring, and possible lack of expertise on tutor's parts.

3.2.13 TUTORING DURATION

Research indicates that there is no consensus on how long tutoring relationships should last, or what the optimal duration and frequency of tutoring sessions should be. Jenkins and Jenkins (1985, as referenced in Pringle, et. al., 1990) conclude that secondary level tutors and learners should meet one class period each school day, reporting that programs that were continuous and of moderate duration were the most successful. They also concluded that the longer the program and more frequent the
sessions, the greater the academic gain. However, Cohen (1982) found in a meta-analysis of 65 evaluations of peer tutoring programs that the shorter the duration of services (between sixteen and twenty-six weeks), the better the results.

3.2.14 TUTOR SELECTION

Several factors are identified as important in selecting peer tutors:

- Academic achievement
- Teacher / Counsellor recommendation
- Expressed interest
- Leadership qualities
- Dependability
- Course activity
- Availability
- Look for qualities that include: willingness, patience, dedication, assertiveness, and the ability to lead and instruct. Academic success alone does not make a tutor successful.

Selection of tutees:

- Select students who have demonstrated need in the specified subject, and who may have difficulty in learning in a whole group setting. However, avoid students with severe behavior or attendance problems while establishing the program.
Choose tutees that are able to accept, respect, and not be threatened by instruction delivered from a peer.

3.2.15 TUTOR TRAINING

Training is essential to the success of peer tutoring programs. Schools should provide training that will prepare these tutors for and help them learn from their tutoring experiences. Training is an ongoing process that begins before the tutor starts tutoring and continues for the devotion of the experience. Ongoing training helps tutors be effective, and learn as much as possible themselves, and feel supported.

In addition to training sessions outside of the classroom and tutoring room, on-the-job training can provide attention and critical assistance to the tutors. During this type of training, the trainer actually observes the tutors in action and notes strengths and areas for development. As part of the observation session, the trainer might give tutors appropriate praise, offer helpful hints, or suggest additional strategies. The trainer might also use her / his observations as the basis for future training session with the tutors, especially if several are having difficulty in the same area. Three primary components of tutor training:

1. Initial training / orientation
   a. Subject specific training
   b. General tutoring skills training
2. On-the-job training and coaching
(3) Ongoing training / reflection

(a) Group reflection

(b) Individual reflection

During the initial tutor training, tutors learn both subject-specific information and expectations, and general tutoring skills and strategies. General tutoring / helping skills are essential as well.

At a minimum, tutors need skills in the following areas;

(1) How to help tutees without doing their work for them

(2) How to be positive and encouraging
   a) How to provide appropriate positive reinforcement
   b) How to encourage risk-taking

(3) How to pose questions and interact socially

Initial tutor training and orientation should include:

1. Tutor's task - what will they be responsible for doing during tutoring session.

2. What tutees can expect to see when they walk in.

3. Expectations teacher has for tutors.

4. Subject-matter review.

5. A general picture of what the tutees are like / where they are developmentally.

6. Opportunity for the tutors to ask the teacher questions.

7. Anything else teacher thinks is important.
On-the-job Training and Coaching

Ongoing, on a regular basis

- For this part of the training, the trainer actually goes to the tutoring sessions

  - Observe the tutors while they are tutoring,
  - Give tutors hints and suggestions if they need help.
    - Note: Intervene only if it is necessary,
    - Otherwise, take tutor aside after the incident to coach
  - Notice and record areas that the tutors are generally having trouble with, so these things can be addressed during regular training sessions.
  - Point out and praise positive things the tutors are doing.

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<thead>
<tr>
<th>Tutor's behavior</th>
<th>Notice and record</th>
<th>Intervene</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helping the tutee</td>
<td>How was he/she helping?</td>
<td>No</td>
<td>After session, tell tutor what you noticed</td>
</tr>
<tr>
<td>Doing tutee's work</td>
<td>How was he/she doing tutee's work?</td>
<td>Yes</td>
<td>Suggest an alternative way to help</td>
</tr>
<tr>
<td>Encouraging</td>
<td>How was he/she encouraging?</td>
<td>No</td>
<td>After session, tell tutor what you noticed.</td>
</tr>
<tr>
<td>Discouraging</td>
<td>How was he/she discouraging?</td>
<td>Use judgment</td>
<td>Remind tutor why it is important to be positive and encouraging.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Acting responsibly</td>
<td>How was he/she acting responsibly?</td>
<td>No</td>
<td>After session, tell tutor what you noticed.</td>
</tr>
<tr>
<td>Goofing around/acting inappropriately</td>
<td>How was he/she goofing around?</td>
<td>Yes</td>
<td>Remind tutor that he/she is a role-model; suggest other ways to behave.</td>
</tr>
<tr>
<td>Asking the tutee good questions</td>
<td>What questions?</td>
<td>No</td>
<td>After session, tell tutor what you noticed.</td>
</tr>
<tr>
<td>Attentive to tutee/situation</td>
<td>How was he/she attentive?</td>
<td>No</td>
<td>After session, tell tutor what you noticed.</td>
</tr>
<tr>
<td>Seems unsure of what he/she is supposed to be doing</td>
<td>What he/she is or seems unsure about?</td>
<td>Yes</td>
<td>Ask if he/she is clear about what he/she is doing. Offer suggestions.</td>
</tr>
<tr>
<td>Generally doing a good job</td>
<td>How was he/she doing a good job?</td>
<td>No</td>
<td>After session, tell tutor what you noticed.</td>
</tr>
</tbody>
</table>

### 3.2.15.1. PEER TUTOR TRAINING STEPS
It is critical that tutors, whether they are fourth-graders or 40-year-olds, be properly trained. Do not assume that because they are honour students or adults, that they are effective instructors. Without training, they will rely on personal experiences. Effective tutor training should include, but not be limited to the following steps:

1. Give tutors an overview of program structure, procedures, and goals (Topping, 1988)
2. Familiarize them with curriculum.
3. Assess tutors' skills and comprehension before assigning them to a tutee. It is important that tutors have mastered the material enough to effectively teach it (Gaustad, 1992)
4. Give tutors background information about their tutees, but be careful not to disclose unnecessary personal information (Topping, 1988)
5. Model instructional techniques you would like tutors to emulate, emphasizing interpersonal, management, and content skills. After this, switch roles with them and give them a chance to practice these techniques with your supervision (Rekrut, 1994; Topping, 1988).
6. Teach tutors to recognize the appropriate time to demonstrate skills to tutees, and the right time to provide tutees with feedback (Topping, 1988; Ellery, 1995)
7. Make sure tutors are able to recognize areas where their tutees need extra help (Topping, 1988).

8. Convey to tutors how valuable praise, encouragement, feedback, and reinforcement are to the success of the tutee (Ellery, 1995; Cotton, 1989).

9. Ensure tutors are trained in a specific error correction procedure. It should be quick, simple, consistently applied, and non-stressful for both tutor and tutee (Topping, 1988).

10. Train tutors to keep accurate records, as this is used in the assessment of the tutee and the evaluation of the program overall (Cotton, 1989).

11. Provide tutors with ongoing monitoring and supervision throughout the course of their tutoring experience (Morris, 1990; Topping, 1988).

12. Make sure tutors know who to talk to when they have any questions or concerns (Topping, 1988).

13. Give the tutors encouragement and praise. They need to know it they are doing a good job.

3.2.16 REFLECTION

Tutor reflection should be ongoing in order to introduce new tutoring strategies and methods, as well as reinforce skills and methods that have already been introduced. Group reflection sessions give the
tutors an opportunity to process their tutoring experiences. Sessions also provide a forum in which they can share their successes and their challenges with their peers.

(a) INDIVIDUAL REFLECTION

Each peer tutor should have his or her own tutoring journal. Tutors should write in their journals on a regular basis (i.e., at least once a week). The journals can be collected by whoever is supervising them, at reflection sessions.

(b) STRUCTURED REFLECTIONS

Structured reflections by peer tutors are an integral part of the training component. Through reflection, tutors have the opportunity to think about and process their experiences, so they can better learn from what they are doing. Group reflection sessions give them an opportunity to share their successes and challenges, and to hear what their peers have to say about tutoring. Tutors can engage in individual reflection through personal tutoring journals as well. Some journal entries could be responses to specific questions or situations posed during training and/or reflection sessions, whereas others could be on a personally chosen topic.

3.2.16.1 REFLECTION TOPICS

The following are some of the reflection topics:

i) Tutoring skills / methods:

- How to help the tutees instead of doing their work for them.
• How to use questions in a productive way.
• Encouragement and positive reinforcement.
• How to get tutees to listen (building relationships, earning respect, etc.).
• Active listening and non-verbal communication.
• Empathy.
• Dealing with awkward situations (for example, when neither the tutor nor the tutee knows the answers).
• Being a responsible role-model.
• Learning the different ways people learn.
• Awareness of who the tutees are developmentally (what was it like to be that age? How do they learn? Why do the teachers do the things they do with student of that age?).

ii) The tutor's experience:

• What am I learning through tutoring?
• Using each other as resources / Collective problem-solving.
• Tutoring skills / methods.

3.2.17 TUTOR RETENTION AND APPRECIATION

Ongoing communication, recognition and appreciation are vital to tutor retention in a program. Generally, tutors want and need both formal and informal recognition. Recognition is a way of saying that tutors are
valuable and their work is significant. As a result, their level of productivity, motivation, and commitment increases. Tutor recognition techniques should align with personal motivators for tutoring. Informal recognition should be integrated into the daily program operations. Formal tutor recognition such as an event should take place at least twice annually.

WAYS TO SHOW APPRECIATION

- Smile, greet them, and use their names.
- Ask about their life and well-being in general.
- Call when ill.
- Verbally thank in-person, be specific about contribution.
- Write personal thank-you.
- Send birthday cards.
- Respect individual differences and Cultural sensitivities.
- Nominate for awards.
- Provide adequate orientation, training, and appropriate tools.
- Award Certificates.
- Give a photo of them at work with a certificate.
- Dedicate a bulletin board for tutors.
- Provide foods or drinks.
Have a recognition event; Write a letter of recommendation, Give additional responsibility and Provide name badges.

### 3.2.18 IMPLEMENTATION OF PEER TUTORING

Peer tutoring intends at aiming improved student functioning and achievement. In order for peer tutoring to work, a plan needs to be put into place to ensure its success. By following the step-by-step guidelines proposed below-and adapted from Topping (2001) - chances for successful implementation of a peer tutoring program will be increased.

**Step 1: Define the tutoring context.**

When deciding to implement peer tutoring, consider whether your classroom arrangement is conducive for group/pair work. Classroom supports such as rules and procedures, systems of reinforcement, and clear expectations need to be in place before peer tutoring is implemented. Support from administration, parents and other staff members should also be considered.

**Step 2: Define the objectives**

Clearly defined objectives are the most important piece of planning a peer-tutoring mode. These objectives provide the frame work for all the remaining decisions that will be made. Student gains can be focused on achievement, motivation, attitude, and social/behavioral situations. The type of gains can be answered by, and are related to, what you want students to better be able to do. Decide what you want students to achieve in terms of goals, and if you want these goals met by the tutors, tutees, or
Step 3: Define the curriculum area

Selecting the content area should reflect your objectives for student learning. This may arise out of need for improvement in one or more areas for different students. Maths is the most common content area used in peer tutoring. Peer tutoring can also be used for problem-solving or behavioral monitoring for specific students who require additional help in those areas.

Step 4: Select and match participants

Selecting the participants and matching them based on need and personality are integral components of peer tutoring. Peer tutoring pairs can be switched or interchanged according to need and ability level as the content changes focus.

Step 5: Identify the tutoring technique and the student contact specifics

1. Will I use a packaged technique?
2. Will tutoring be scheduled or spontaneous?
3. Where and when will they meet?
4. What will be the frequency and duration of tutoring sessions?

Answer to the above questions will help determine the peer tutoring technique. Once again, answers to the previous questions will guide you in your definition of the particulars on the contact that will take
place between tutors. Most tutoring sessions take place in the classroom during the scheduled period of the content area being covered. Frequency and duration are usually defined according to need.

**Step 6: Select the tutoring materials**

One of the advantages of peer tutoring is its minimal cost to implement. Most teachers use the materials provided by the school for content-area peer tutoring. For non-content-area skills (such as social skills or behavioral skills) you may need to create your own forms.

**Step 7: Train the tutor**

It is important that all tutors be trained in peer tutoring methods. Training needs to be carried out by the supervising teacher in the context for which tutoring will occur.

**Step 8: Monitor the tutoring process and assess student learning**

Most teachers rely on direct observation of student groups to determine if pairs are remaining on task and getting along with each other. Checklists or self-reporting forms can be created to provide students with the opportunity to discuss difficulties or conflicts that arise during peer tutoring sessions. Additionally, tests of content-area material can be embedded within the tutoring sessions and can act as products that can be used to evaluate student learning.

**Step 9: Evaluate the program**
Student gain can be determined by using a pretest and a posttest. Compile all materials - including student self-reports and observational data - to determine if targeted improvements were made. Look for any significant changes in student behavior or achievement in the addressed content area.

**Step 10: Provide feedback**

Both tutors and tutees need feedback on their performances. If using peer-rating forms, meet with the tutor and the tutee on an individual basis to discuss both positive and negative experiences. Students should also receive information about improvements in scores or achievement gains. Administrators and parents will want to have access to this information, as well.

**3.2.19 POTENTIAL PITFALLS - WHAT TO WATCH FOR**

To keep the program running smoothly, keep an eye out for these potential problems:

- Keep the noise level to a minimum. Classrooms full of tutoring pairs have the potential to become very noisy, thus becoming ineffective (Topping, 1988).
- Monitor tutoring techniques. Tutors should use effective instructional strategies (Topping, 1988)
- Watch for tutors that are bossy or authoritarian; this is not what tutees need (Topping, 1988)
• Keep the program engaging and exciting for both tutors and tutees (Topping, 1988).

• Watch for bad tutor/tutee relationship (Topping, 1988).

• Avoid interfering with other school classes or activities (Topping, 1988).

• Make sure you keep parents and community members apprised of school activities. Those who are uninformed may misunderstand the intentions or activities of the program (Topping”, 1988).

• Use Tutoring to supplement Instruction conducted by a competent teacher, not as a substitute for what the teacher does not have time to do.

### 3.2.20 EVERYDAY STUFF-DAILY IMPLEMENTATION

Once the program is off and running, the work has only just begun. The everyday functioning of the program requires careful planning and organization. Remember that tutors are not responsible for lesson planning, scheduling, monitoring, or evaluation (Morris, 1990). These tasks fall to the program coordinator. Following are some helpful hints to keeping the whole thing rolling:

- Conduct regular meetings between tutors and coordinators as a way of keeping in touch and informed of developments in the program. This is also a time for tutors to receive further training as needed (Topping, 1988).
Communicate regularly with school staff and parents/community members. Tap into both groups skills. Teachers can assist with lesson plans and instructional suggestions. Parents and community members can help to provide materials and act as ambassadors to the rest of the community on behalf of the program.

Strive to create a warm, relaxed, and noncompetitive environment for tutoring pairs to work in (Gaustad, 1992).

Remember that tutoring can be scheduled during class time, recess, or before or after school. It is generally felt, however, that the most successful time period is during class. This ensures all students will be present and that less scheduling conflicts will exist (Topping, 1988).

Monitor the tutoring sessions and the program overall. Stop potential problems from becoming actual problems. Make sure to positively reinforce the work of tutors.

3.3 STUDENT-TO-STUDENT COUNSELLING

A variety of terms have also been found in the literature consulted for this study. The majority of researchers used either the term student-to-student counseling or peer counselling. These two terms will therefore be used interchangeably in this study.

Varenhorst (1984), described by De Rosenroll as an expert who has consulted most of the literature on peer counselling stated that “peer
counselling, as a recognized counselling intervention, has a brief past, an active current existence, and a potentially strong future if supported by adequate research” (De Rosenroll, 1989).

3.3.1 HISTORY OF PEER COUNSELLING

According to Varenhorst (1984) very little, if any, reference to peer counselling would be found in publications on counselling psychology printed in the beginning of the 1960’s. One of the earliest investigations into peer counselling in educational institutions was conducted in 1963 by Zunker and Brown. Lawson, (1989) is of the opinion that initial peer counselling activities began with the development of the paraprofessional movement in the mid-sixties, and emphasized that peer counselling established its identity only towards 1969.

By the mid-1960’s most of the helping settings in America such as educational institutions, rehabilitation and employment centers experienced a shortage of “……..counsellors and personnel workers” (Varenhorst, 1984). Despite various interventions by national and federal legislation aimed at authorizing the increase of personnel for the helping services, the growing need for help could not be met. This led to a shift in focus to the “……..subprofessional aide” (Varenhorst, 1984). In 1969, Vriend (cited in Varenhorst, 1984) published the findings of her study which focused on the impact of high school students who assisted”…..low-achieving peers in counselling groups”. Mattson (cited
in Varenhorst, 1984) published the findings of this research in the 1970 ERIC/CAPS Capsule. The article evaluated original peer counselling programmes and, according to Varenhorst (1984), contained the” ……….. first published bibliography on peer counselling”.

Morey, Miler, Rosen and Fulton (1993) stated that many peer counselling programmes, which focused mainly on academic skills, were established on college campuses since the late 1960’s. The focus of these programmes gradually shifted towards empowering peer counsellors to assist fellow students to find solutions to personal problems. According to Morey et.al., (1993) individual peer counselling was also extended to high schools during this period. The aim was to provide peer counselling to students “……….who could not be reached through existing services”.

The growing interest in and utilization of paraprofessional started to increase gradually but was met with mixed reactions from professional counsellors. These reactions ranged from positive acceptance of paraprofessionals to serious concerns about the utilization of these helpers.

The continuing debate amongst those in the counselling and psychology field encouraged professionals. According to Varenhorst (1984) the initial policies of the American Personnel and Guidance Association (APGA) in 1967 and the American Rehabilitation counselling Association in 1968 were very cautions. At the same time the
American Psychological Association urged their members to remain receptive to the idea of using paraprofessionals and to allow research findings to indicate the way forward (Hoch, Ross & Winder, cited in Varenhorst, 1984). As research findings started pointing towards the positive use of paraprofessionals, the APGA changed its initial opinion to one that was more open towards the role of paraprofessionals. According to D' Andrea (1987), this development led to the "... systematic research history" in the psychological literature on the use of paraprofessionals in counselling.

According to Varenhorst (1984), much of the research conducted during 1970-1979 focused on the ".... potential of the 'student-helping-student' concept". During this time the term paraprofessional was also gradually replaced by the term peer counsellor (D' Andrea, 1987).

To contribute to the creation and further development of the peer counselling programmes, Carr (1981) identified nine foundation areas on which peer counselling is based namely that:

- **Students rely on friends as sources of help** when experiencing any problems or concerns. A small number of students will consult counsellors as a first choice for help. Friends, as a primary source of help, are consulted for assistance with personal issues and career planning.
- **Effective helping skills can be acquired** by a variety of individuals such as lay persons, paraprofessionals, high school students, and elementary school students.

- **The major concern of young people is loneliness and I or friendships.** Friendship can not only be the greatest source of pleasure but also a major source of frustration and pain for students. According to Carr (1981), students learn unique things from peers which are different from those learnt from parents or teachers.

- **Students in schools can be utilized for "......primary prevention"** (Albee & Joffee, cited in Carr, 1981) and the ".... application of preventative counselling". The aims of such support structures are (1) to increase students' resilience against negative influences by empowering them with problem-solving skills, and (2) to use the trained peers to create a caring environment in which students can function effectively.

- **Specific developmental needs exist amongst students and these can successfully be met by peers.** According to Carr (1981), students have specific developmental needs such as for "....competency, intelligence, responsible role - taking .... and self - esteem". Students approach peers who accept and understand them, and have experienced similar needs.
• Regular interactions with other students shape self-perception. Individual differences do exist amongst peers and by relating to each other, the self-perception and identity is formed.

• Peers tutoring peers are helpful for both the helper and the helpee and may be even more effective than teacher tutoring. Price (cited in Carr, 1981) found that students in the higher grades are less teacher-motivated and that unmotivated students, who have learning problems, are more peer-oriented.

• The increase in self-help or mutual aid groups act as sources of support. The needs of students are often not met by existing counselling services and they often rely on self-help groups, run by peers, for problem-solving and support.

• The need exists to increase community resources and to supplement counselling services. Student needs are increasing faster than the availability of professional help. Peer counsellors are therefore trained to extend the counselling services and to act as sources of referral to professional help.

These nine foundation areas, as defined by Carr (1981), clearly explained the origins of peer counselling and contributed to a greater understanding of the foundations of this movement.
3.3.2 PEER COUNSELLING-DEFINITION

The term "Peer counselling" is defined as a process in which non-certificated, trained, and supervised individuals offer personal-social problems counselling, study habits counselling, and subject matter tutoring to peer group members seeking assistance.

A peer counsellor, therefore, is a paraprofessional, a person without extensive professional training, who is specifically selected, trained and provided ongoing supervision to perform designated tasks usually carried out by a counselling professional.

3.3.3 ROLES AND FUNCTIONS

The roles and functions assumed by peer counsellors contribute to overall counselling services in a unique manner. Three factors make peer counselling particularly valuable as a counselling aid:

1. The ability of a peer to understand the concerns of a member of his/her peer group;

2. Elimination of possible role conflict between adult counsellors and their child clients or helping professionals and their adult clients; and

3. The accessibility of a peer.

Theoretically, deep caring and respect for the client and relative absence of role identification should be equally possible for professional and peer counsellors. However, peers may have an advantage in
understanding how members of their own group really think, feel, and are affected by particular concerns. When an adult counsellor communicates with a child, the child's perception of the counsellor is colored by transference of knowledge and feelings gained from previous encounters with adults. Adults often accept responsibility, attempt to instill values, direct growth, and restrict or punish to teach socially acceptable behaviors to children. Such perceptions and expectations brought to the counselling experience by the child have the potential to impede the counselling relationship. For these reasons, the peer counsellor is more likely to be sought out and used by members of his / her group.

The easy access to peer counsellors and the likelihood that they will be approached by members of their group are factors contributing to the value of peer counselling. Peers are often available beyond the restrictions of appointments, the school day, or the 9 to 5 office hours. The roles and functions assigned to the peer counsellor are dependent on the nature of the counselling service, the age / educational level of the peer counsellor and the client population, and may be performed either directly or indirectly.

**3.3.4 PEER COUNSELLOR SELECTION**

Selection is key to achieving success in a peer counselling program. Minimal expected qualification that the peer counsellor should possess include certain level of interpersonal competence and
communication skills that allow for effective interactions with a variety of individuals and groups, the ability to cope with ambiguity and stress, the ability to organize his/her daily life, and a willingness to work within the philosophy of the counselling service.

The actual selection process ranges from the applicant's request to work with peers to screening and evaluation interviews and the use of objective personality measures to identify personal attributes associated with effective performance. Methods used to evaluate actual candidate performance consist of the leaderless group discussion, role-playing and socio-drama. The final selections are made on some combination of applications, the applicant's previous leadership experience, recommendations, academic average or educational level, and ratings of the candidate's life experiences. Consideration of ethnic and educational level representation for the client population to be served is also necessary in the final selection procedure.

3.3.5 PEER COUNSELLOR TRAINING

Peer counsellor training programs incorporate a wide variety of methods and techniques. Such training is designed to help peer counsellors eliminate negative habits and teach positive, helping responses. Training objectives consist generally of teaching. They are:

1. good listening skills;
2. greater awareness of verbal and nonverbal behaviors on the part of self and others;

3. strategies for establishing a nonthreatening environment;

4. ways of responding, such as feedback and clarification, to encourage the client's self-growth;

5. recognition of the signs when professional counselling help is needed; and

6. personal-social problem-solving skills, fostering good study habits and subject matter tutoring skills.

Knowledge and skills needed by peer counsellors include the development of a support system among themselves, awareness of administrative policies and procedures, and interpersonal relationship.

A variety of techniques is useful in the training of peer counsellors. These methods generally follow a basic sequence: identifying a particular skill, breaking it down into small steps, explaining its goals and objectives, demonstrating, having the trainee role-play, giving feedback, and then repeating the practice-feedback process until minimum performance is demonstrated by the trainees. Specific procedures involve the use of videotapes, role-playing, group discussions, decision-making models, value clarification exercises, basic counselling skill training, micro counselling, and lecture or didactic presentations. A well-designed training program not only consists of extensive pre-service learning
sessions, but also continues to provide for the needs of the peer counsellors in areas of greater knowledge acquisition and skill upgrading.

Training is also necessary for the teachers who train and supervise peer counsellors. This training, often offered in workshop format, provides experiences in team-building and coordination, goal-setting, delivery system development and management, and trainee evaluation. The teacher is also responsible for explaining and monitoring the ethical standards and confidentiality procedures of the peer counselling program.

In general, the teacher is responsible for the following:

1. welfare of peer counsellors and their clients;
2. selection of the best qualified peer counsellors;
3. provision of positive, appropriate training experiences;
4. maintenance of confidentiality;
5. techniques and materials used by the peer counsellors; and
6. supervision of the peer counsellors through feedback, consultation, and peer review.

In addition to appropriate training and experience, peer counsellors should possess comprehensive knowledge in the following areas:

1. Understanding of group counselling process and related leadership dynamics.
2. Understanding of the interaction of factors influencing scholastic success and satisfaction.
3. Understanding of the academic, social and personal adjustment problems faced by peers.
4. Understanding of the nature and nurture of the effective study skills and positive academic attitudes and their influence upon scholastic success.

3.3.6 COUNSELLING PROGRAM DESCRIPTIONS

High school peer counsellors are selected, trained, and given responsibility for performing an outreach service for the school community. Peer counselling helps adolescents make the transition to responsible, satisfying adulthood by:

1. giving adolescents guidance in self-definition;
2. developing an awareness of ambivalence and conflicting demands;
3. training adolescents for responsible behaviors;
4. setting realistic expectations and obtainable goals;
5. providing opportunities to assume responsibility for their own behavior and live with the outcomes; and
6. enhancing their abilities to deal effectively with new problems.

High school peer counselling programs are also designed to offer educational, personal and social counselling, health education, guidance information, social problem-solving strategies, self-awareness enhancement, self-concept development strategies, stress counselling, career options, developmental exercises, human relations skills training,
and personal growth assessment techniques. Effective high school peer counselling programs may turn obstacles into growth opportunities for student counsellors while strengthening outreach services offered by school community.

3.3.7 EFFECT ON PEER COUNSELLORS

The effect of peer counselling on the counsellors can be measured by objective pre-and post-tests of specific knowledge in the subject areas. The literature suggests that most peer counsellors, regardless of age or setting, tend to experience positive personal growth from the counselling experience. The acronym, HELPING, spells out the potential gains from such an experience.

<p>| H - Help | recognizing the good feelings that peer counsellors get from helping others, including feeling useful, positively reinforced, and secure. |
| E - Emotions or empathy | identifying feelings in oneself and in others, and developing basic communication skills of listening, clarifying, reflecting, and giving feedback. |
| L - Learning | acquiring knowledge about rules for classroom, showing respect for others, and viewing the counselling experience as an instructional source about life and the rights of others. |</p>
<table>
<thead>
<tr>
<th>P -</th>
<th>Peers, people and personal problems</th>
<th>developing interpersonal skills and experiencing personal growth and maturity while dealing with others' concerns.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I -</td>
<td>Self-image and interests</td>
<td>building a positive self-concept and acquiring a broad variety of interests to expand personal horizons.</td>
</tr>
<tr>
<td>N -</td>
<td>Nourishing and nurturing needs</td>
<td>feeling pleasure in task involvement and reaching out to others in a responsible manner.</td>
</tr>
<tr>
<td>G -</td>
<td>Guidance</td>
<td>acting appropriately and responsibly, developing good attending behaviors, learning techniques to influence the behavior of others, and internalizing decision-making procedures.</td>
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3.4 CONCLUSION

A teacher must be conversant with various approaches and techniques to make teaching and learning quite an effective process. Peer tutoring with student-to-student counselling, should be viewed as a solution to the academic and behavioral problems teachers face. The success of this technique is due to the capacity of the method to combine crucial elements for the learning process. One of these elements is
making the students more active and involved in their own learning. So they question and receive feedback. Present chapter has elaborately discussed the conceptual framework of the study. The succeeding chapter deals with the review of related research studies.