Turkish Online Journal of Qualitative Inquiry (TOJQI)
Volume 12, Issue 6, July 2021: 5572-5581

Mind Mentoring In A Literature Class: Impacts On Students

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Abstract

The study determined the impacts of engagement in mind mentoring activities on the learning self-efficacy and academic performance of sixteen learning pairs in a major subject of BSED English. Descriptive-correlational method was used. Mean, standard deviation and t-test set at 0.05 significance level were employed. Results revealed that there was a significant increase in the level of learning self- efficacy and academic performance of the respondents when taken as a whole and when classified as to tutors and tutees after engagement in the mind mentoring activities. Also, a significant difference existed between the level of self-efficacy and academic performance before and after the mind mentoring activitie

Keywords: Mind mentoring, learning self-efficacy, academic performance, BSED students

1. Background of the Study

Human beings, by nature, are social beings. They live with and for others. Likewise, in learning, students need to work with other students to make the endeavor effective. Confucius, the great Chinese philosopher, supports the concept when he said, “Learning alone and without companions makes one feel solitary, rude, and without intelligence.” This points to the fact that learning is to be done with peers to enhance intellectual curiosity and to sharpen mental acumen. In a literature class, most activities are requiring students to analyze given texts of different genres. As observed, students find it difficult doing the analysis alone, but they find it somewhat facilitative if they are working with someone. “More heads are better than one.” Their skill in analysis greatly affects their academic performance. To scaffold the learning experiences of the students, a strategy may be adopted by the teacher. The instructional strategy is peer tutoring that consists of student partnerships, linking high achieving students with low achieving ones.

Peer tutoring is used to describe a wide array of tutoring arrangements, but most of the research on its success refers to students working in pairs to help one another learn material or practice an academic task. Peer tutoring works best when students of different ability levels work together (Kunsch, Jitendra, &Sood, 2007). This study was conducted to find out the impacts of peer tutoring on the self-efficacy of the participants in a literature class and on their academic performance. It is significant since it determined the impacts of peer tutoring on the self-efficacy and academic performance of the participants who had the chance to experience the strategy themselves; thereby, preparing them for the world of teaching.

2.Theoretical Framework

The study was anchored on the concept of learning through peer tutoring which is based on a social constructivist view of learning that emphasizes the role of the students to generate learning where students coach peers through social interaction within their zones of proximal development (Vygotsky, 1978). Also, it was based on the Social Development Theory of Vvygotsky which is on social interaction that plays a

fundamental role in the process of cognitive development. Vygotsky felt that social learning precedes development. He states that "Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological)". Likewise, the concept of the More Knowledgeable Other (MKO) was considered. It refers to anyone who has a better understanding or a higher ability level than the learner, with respect to a particular task, process, or concept. It is normally thought of as being a teacher, coach, or older adult, but the MKO could also be peers, a younger person, or even computers. The Zone of Proximal Development(ZPD) was also the basis of the study. It is the distance between a student's ability to perform a task under adult guidance and/or with peer collaboration and the student's ability solving the problem independently. According to Vygotsky, learning occurred in this zone.

Another basis of the study was the Social Learning Theory of Bandura which emphasizes the importance of observing and modeling the behaviors, attitudes, and emotional reactions of others. Bandura (1977) states: "Learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, most human behavior is learned observationally through modeling: from observing others, one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action." Social learning theory explains human behavior in terms of continuous reciprocal interaction between cognitive, behavioral, and environmental influences. The component processes underlying observational learning are:

(1)Attention, including modeled events (distinctiveness, affective valence, complexity, prevalence, functional value) and observer characteristics (sensory capacities, arousal level, perceptual set, past reinforcement), (2) Retention, including symbolic coding, cognitive organization, symbolic rehearsal, motor rehearsal), (3) Motor Reproduction, including physical capabilities, self-observation of reproduction, accuracy of feedback, and (4) Motivation, including external, vicarious and self -reinforcement.

2.1.Statement of the Problem

1. What is the level of self-efficacy of the respondents in a literature class before and after the mind mentoring activities?
2. What is the level of academic performance of the respondents before and after the mind mentoring activities?
3. Is there a significant difference between the level of self-efficacy in a literature class before and after the mind mentoring activities?
4. Is there a significant difference between the level of academic performance before and after the mind mentoring activities?
5. What are the implications of the results of the study to the pedagogical practices in a language and literature class?

2.2.Conceptual Framework of the Study

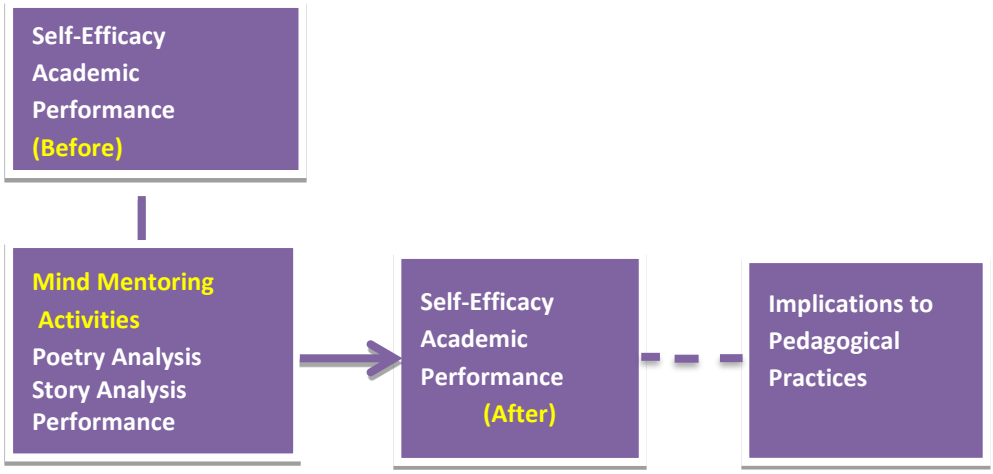

Figure 1.

Schematic Diagram of the Study

Before giving the mind mentoring activities, the students' self-efficacy in a literature class was determined using an adapted questionnaire and their midterm grades were considered in assigning them as tutors and tutees. Series of mind mentoring activities like poetry and story analysis and creative literary performances were

introduced to the students wherein they worked in pairs. After all the mind mentoring activities, the students were again made to answer the self-efficacy questionnaire and their final grades were taken as to their academic performance. Then, based on the results of the study, the researcher composed the implications to pedagogical practices in teaching literature.

3.Literature Review

Hott (2012) defined Peer tutoring as a flexible, peer-mediated strategy that involves students serving as academic tutors and tutees. Typically, a higher performing student is paired with a lower performing student to review critical academic or behavioral concepts.

Peer tutoring basically refers to an instructional method that uses pairings of high-performing students to tutor lower-performing students in a class-wide setting or in a common venue outside of school under the supervision of a teacher. Peer teaching, or peer tutoring, is an instrumental strategy in which advanced students, or those in later years, take on a limited instructional role. It often requires some form of credit or payment for the person acting as the teacher. Peer teaching is a well-established practice in many universities. (Brookfield &Preskill, 1999).According to Rohrbeck, Ginsburg-Block, Fantuzzo, & Miller (2003), peer tutoring is "systematic, peer-mediated teaching strategies". Specifically, Peer Assisted Learning Strategies (PALS) which is a structured peer tutoring program developed in 1989 by Dr. Lynn Fuchs and Dr. Doug Fuchs (2001) in conjunction with Dr. Deborah Simmons. PALS, a version of the CWPT model, involves a teacher pairing students who need additional instruction or help with a peer who can assist (Fuchs, Fuchs, &Burish, 2000). All students have the opportunity to function as a tutor or tutee at differing times. Students are typically paired with other students who are at the same skill level, without a large discrepancy between abilities.

3.1.Support Concepts/ Statements on Impacts of Peer Tutoring to Self-efficacy

It improved relationships with peers and personal and social development as well as increased motivation (Topping, 2008). Peer tutoring has some benefits to students. It is instrumental to higher academic achievement. There is an old saying: “To teach is to learn twice. Peer tutoring is a beneficial way for students to learn from each other in the classroom. The students can work together to help each other understand difficult concepts, while deepening their own knowledge of the subject. According to Romano and Walker (2010), student scores on most academic tasks were higher after peer tutoring… More students completed homework after peer-tutoring. After peer-tutoring, off-task behavior in class was reduced. Most students “agreed strongly” that working with peers led to greater understanding, better focus on - task, and more enjoyment in studying biology. Amaka (2013) conducted a study titled “Effect of Peer Tutoring Method on Students’ Academic Achievement in Home Economics.” The results indicated that students taught Home Economics using peer tutoring instructional methods achieved higher than those taught using lecture method. The results demonstrated higher average retelling scores for the students who were engaged in the peer tutoring activity. These findings indicated peer tutoring as an effective instructional strategy, resulting in higher student achievement. Horvath (2011) had a study, “Effects of Peer Tutoring on Student Achievement.” Results of the research showed that cultural minority students benefitted academically and socially in peer tutoring. Mean gain scores of those who attended were significantly higher. The cultural minority students performed better in Mathematics and enjoyed the experience of attending tutorials.

Tabassum and Kaleem (2018) conducted a study titled “Effects of Peer Tutoring on the Academic Achievement of Students in the Subject of Biology at Secondary Level.” The study aimed at analyzing the effects of peer tutoring on the academic achievement of students in the biology at secondary level. Forty students were taken as the sample of the study from the Allied National Software Institute (ANSI) Mardan. The Posttest-Only Equivalent Group Design was used. The data collected from pretest and posttest were analyzed through an independent sample t-test. It was found that the mean score of the experimental group was significantly better than that of the control group. It was concluded that peer tutoring enhanced the academic achievement of students in the experimental group significantly as compared to the control group; hence, it was an effective method of instruction for teaching biology at secondary level. It was suggested that peer tutoring may be incorporated along with other teaching methodologies for the subject of biology and it may be given due consideration in all teacher education practices in the country.

Costantini (2015) had a study, “The Impact of Peer Tutoring Strategies on Student Learning in Social Studies” which investigated how Class Wide Peer tutoring (CWPT) impacted student knowledge and students’ ability to better relate to course material and to historical themes in an 8th grade social studies classroom. Findings demonstrated that CWPT had a positive impact on student’s content knowledge and on a student’s ability to link course content to historical themes. CWPT was also found to be positively correlated with the academic performance of the 8th grade student’s social studies measured by the weekly quizzes. Findings concluded that there was no statistically significant difference between the group oriented motivators and the

team oriented motivators.The student's response on a Likert scale-based survey showed that the majority of students believed they were learning more because of CWPT, which is consistent with the data collected during the interventions.

Marieswari & Prema (2016) had a study, "Effectiveness of Peer Tutoring in Learning English among Tutors and Tutees of Class VIII Students in Kancheepuram. The result revealed that, the experimental group students (both tutors and tutees) exhibited a remarkable improvement in learning who received the content through peer tutoring than the control group students who were taught by the researcher through traditional way of teaching.

Henson, Hagos and Villapando (2009) conducted a study "The Effectiveness of Reciprocal Peer Tutoring (RPT) on the Academic Performance of Students in Mathematics. This study focused on the effectiveness of Reciprocal Peer Tutoring (RPT) against the traditional approach in learning. It was found that RPT intervention was more effective in causing significant increase in student's performance and RPT was a more effective strategy than that of the traditional chalk and board to improve student's performance in College Algebra. Based on the findings and conclusions, the researcher recommended considering the use of RPT as an alternative instructional intervention to improve student's performance in College Algebra and in other courses. Furthermore, it was recommended to modify/strengthen the research to determine whether RPT procedures can be redesigned to make them more meaningful for the learning needs of college students.

Clarkson &Luca (2002) had a study "Promoting Student Learning through Peer tutoring - a Case Study. The literature abounds with information about peer tutoring and the benefits that it can bring to student learning. This case study sought to explore ways of using peer tutoring to enhance the learning experience of a group of higher education students in a multimedia course, who had access to learning resources in an on-line environment. It illustrates how easily and effectively the basic principles of peer tutoring can be adapted and implemented following explicit guidelines from the literature.

Haider &Yasmin (2015) conducted a study "Significance of Scaffolding and Peer Tutoring in the Light of Vygotsky's Theory of Zone of Proximal Development". The outcome of the research highlighted the significance of scaffolding and peer tutoring as the learners of the experimental group performed significantly better than the learners of the control group.

4.Research Design and Methodology

This study used experimental method with One-Group Pretest-Posttest research design. In this design, a single group is measured or observed, not only after being exposed to treatment but also, before (Fraenkel& Wallen,2009). In this study, mind mentoring was used as treatment. The respondents were the BSED Second Year (English) students taking English and American Literature as a major subject. The research instrument was an adapted questionnaire on self-efficacy. The data gathering procedures included pairing of students based on academic performance (16 pairs) with tutor having 86 and higher grade and tutee having 85 and lower Midterm grade; administering Self-efficacy Pre-Test; engaging in Mind Mentoring activities; giving guidelines on how to conduct the Mind Mentoring activities; Doing Poem and Story Analysis and Performances; and Administering Survey Questionnaire on Self-Efficacy Post Test.

5.Results and Discussion

The mean level of self-efficacy and academic performance of both the tutor and tutee, before (pretest) and after (posttest) mind mentoring activities were presented in tables. Graphs of the distribution of participants according to the level of self-efficacy and academic performance were presented to further supplement the results.

The paired t-test at 5% level of significance was used to determine the significance of the difference in the mean of pretests and posttests. Results are presented after the table as note.

5.1.Level of Self-Efficacy

Table 1 Mean Level of Self-Efficacy of Participants as a Whole Before and After the Mind Mentoring Activities

Period	N	Mean Level of Self-efficacy	Sd	Description
Before	32	3.73	.59	High
After	32	4.39	.52	Very High

Note. t= -9.30, df=31, p=0.00

The self-efficacy of the participants before the mind mentoring activities was "High" (M=3.73±0.59) and 'Very High" (M=4.39±0.52) after the activities. There was an increase in the level of self-efficacy. The increase is significant with t=-9.30, p=0.00.

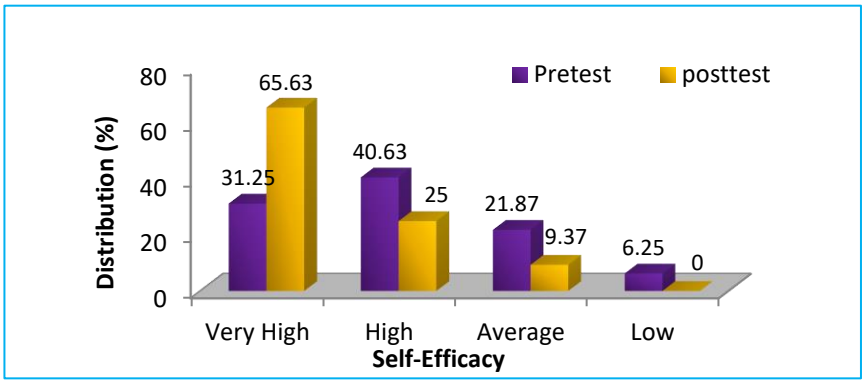

Figure 2 Distribution of Self-efficacy as a whole before and after Mind Mentoring Activities

Figure 2 presents the distribution of participants according to the level of self-efficacy as a whole before and after mind mentoring activities. It was noted in the pretest that the highest number of students (40.63 %) had high self-efficacy. It was followed by those with "Very High" self-efficacy (31.25%). After the mind mentoring activities, there was a shift in the distribution with 65.63% of the participants had "Very High" self-efficacy and only 25% had "High" self-efficacy. No student had the "Low" self-efficacy.

Table 2 Mean Level of Self-efficacy of Tutor Participants Before and After the Mind Mentoring Activities

Period	N	Mean Level of Self-efficacy	Sd	Description
Before	32	3.93	.41	High
After	32	4.52	.47	Very High

Note. . t= -6.86, df=15, p=0.00

Table 2 presents the tutor self-efficacy before and after mind mentoring activities. It was noted that there

was a significant increase in the level of tutor self-efficacy after the mind mentoring activities, t=-6.86, p=0.00. This means that the mind mentoring activities improve the self-efficacy of the tutors.

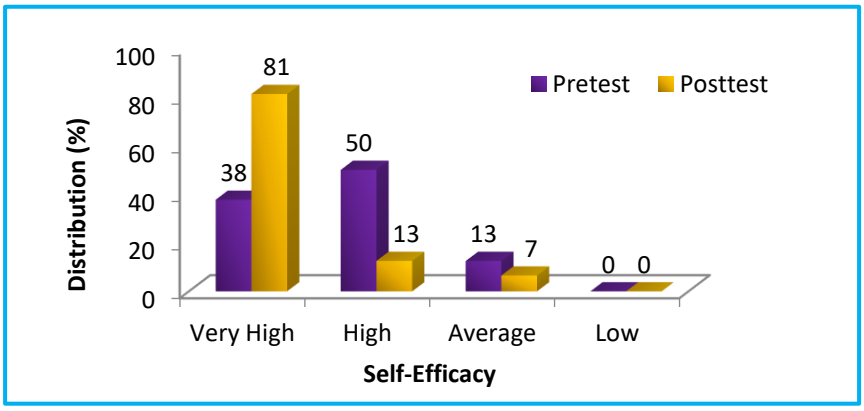

Figure 3 Distribution of Tutor Self-Efficacy Before and After Mind Mentoring Activities

Figure 3 presents the distribution of tutors according to the level of self-efficacy before and after the mind mentoring activities. In the pretest, 50% of the tutors had a "High" self-efficacy. There were only 38% with "Very High" self-efficacy and 13% belonged to "Average" self-efficacy. After the mind mentoring activities, there was an increase in the number of participants having a "Very High" self-efficacy, from 38% to 81%. There was 13% still in the "High" self-efficacy level and a few (7%) in the "Average" level. Selection of tutor participants proved right, as there are no tutors having low self-efficacy.

Table 3 Mean Level of Self-efficacy of Tutee Participants Before and After the Mind Mentoring Activitie

Period	N	Mean Level of Self-efficacy	Sd	Description
Before	16	3.52	.68	High
After	16	4.26	.55	Very High

Note. t= -6.50, df=15, p=0.00

Table 3 presents the tutee self-efficacy before and after mind mentoring activities. It was noted that there was an increase in the level of tutee self-efficacy after the mind mentoring activities. The difference in the mean of pretest (M=3.52±0.68) and posttest (M=4.26±0.55) is significant, t=-6.50, p=0.00.

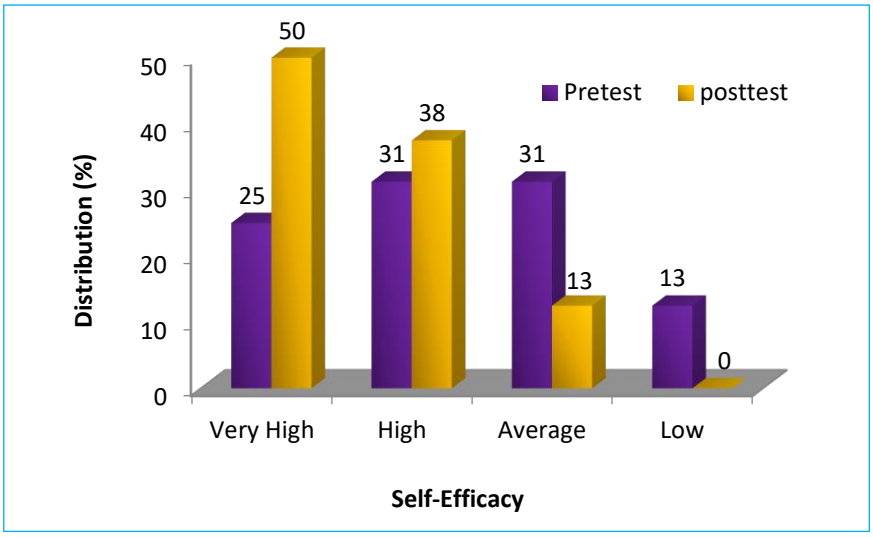

Figure 4. Distribution of Tutee Self-efficacy Before and After Mind Mentoring

The figure above shows the distribution of tutee participants in the level of self-efficacy, before and after mind mentoring activities. Results show that before the activities, 62% of the tutee had average to high level of self-efficacy, while only 25% had very high level of self-efficacy. There were those who had low self-efficacy and composed 13% of the tutee participants. After the activities, the percentage of tutee with very high self-efficacy doubled (50%) and notable is big decrease in the percentage of average level, from 31% to 13%, with no tutee having low self-efficacy.

5.2.Level of Academic Performance

Table 4 Academic Performance as a Whole Class Before and After the Mind Mentoring Activities

Period	N	Mean Level of Academic Performance	Sd	Description
Before	32	84.37	3.84	Satisfactory
After	32	88.84	2.50	Very Satisfactory

Note. t= -14.83, df=31, p=0.00

Table 4 presents the academic performance as a whole before and after mind mentoring activities. Results shows that there was an increase in the level of academic performance of the participants after the mind mentoring activities. The difference in the mean, before (M=84.37±3.84) and after (88.84±2.50) is significant, t= -14.83, p=0.00. This means that, as a whole, the mind mentoring activities helped improve the academic performance of the participants in a literature class.

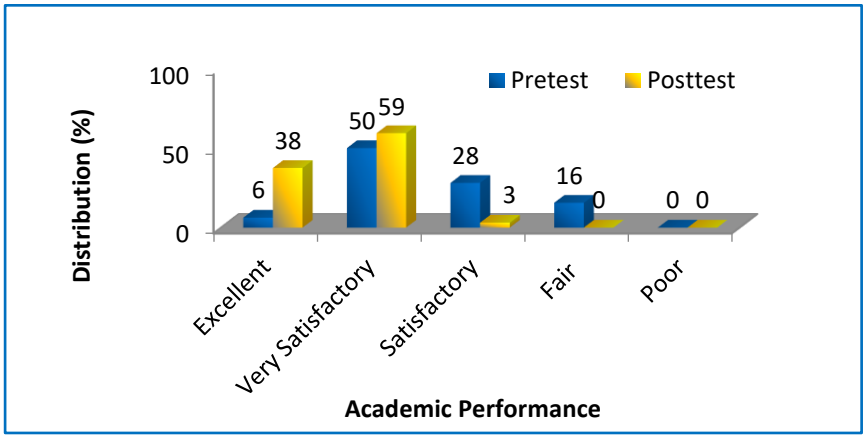

Figure 5. Distribution of Academic Performance as a whole Before and After Mind Mentoring Activities

Figure 5 shows the distribution of participants in terms of their academic performance, before and after the mind mentoring activities. It further shows that before the mind mentoring activities, 50% of the participants had very satisfactory academic performance with the bulk of the distribution is towards the lower end; 28% had satisfactory and 16% fair in academic performance. Only a few, 6%, had excellent academic performance. After the mind mentoring activities, there was an increase in the percentage of participants having excellent academic performance (38 %) and 59% had very satisfactory performance with no student having the fair academic performance. In both aspects, before and after mind mentoring activities, there was no poor academic performance.

Table 5 Mean Academic Performance of Tutors Before and After Mind Mentoring Activities

Period	N	Mean Level of Academic Performance	Sd	Description
Before	16	87.31	1.54	Very Satisfactory
After	16	90.75	1.65	Excellent

Note. t= -15.41, df=15, p=0.00

Table 5 presents the mean academic performance of tutor participants, before and after mind mentoring activities. The result shows that there is significant increase in the academic performance of the tutor participants after the mind mentoring activities, t= -15.41, p=0.00.

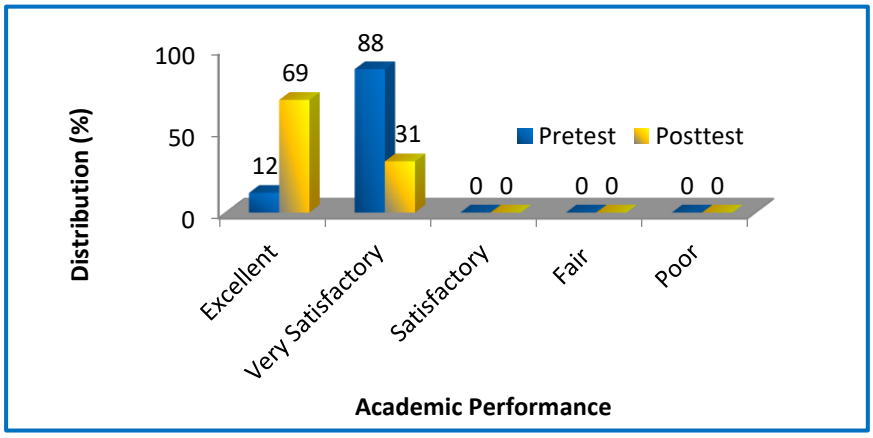

Figure 6 Distribution of Tutor Academic Performance Before and After Mind Mentoring

Figure 6 presents the distribution of tutor participants, in terms of academic performance before and after the mind mentoring activities. These selected participants were of higher academic performance to be considered

tutors in this study. Thereby, the distribution is within very satisfactory and excellent. After the mind mentoring activities, there was a 57% increase in the number of tutors who got an excellent academic performance, with the distribution shifting from 12% to 69%. This shows that mind mentoring activities can improve the academic performance of the tutors.

Table 6 Tutee Academic Performance Before and After the Mind Mentoring Activities

Period	N	Level of Academic Performance	Sd	Description
Before	32	81.44	2.93	Satisfactory
After	32	86.94	1.57	Very Satisfactory

Note. t= -13.688, df= 15, p=0.00

Table 6 presents the academic performance of tutee participants before and after mind mentoring activities. Results show that there is a large increase in the academic performance of the tutee participants after the mind mentoring activities. The difference in the mean before (M=81.44 ±2.93) and after (M=86.94±1.57) is significant at t=-13.688, p=0.00. This means that the activities enhanced the learning experience of the tutee and thereby, increased their academic performance.

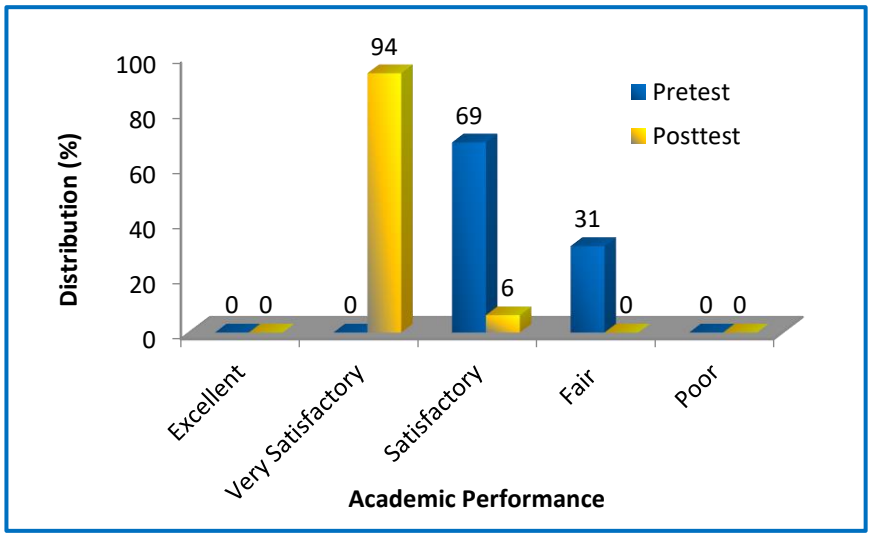

Figure 7 Distribution of Tutee Academic Performance Before and After Mind Mentoring

Figure 7 presents the academic performance of the tutee participants before and after mind mentoring activities. Before the activities, the distribution is of fair to satisfactory, while after the activities, 94% of the participants got a very satisfactory rating in the academic performance and no one got a fair rating. This distribution supports the results in Table 6, wherein there is a large increase in the mean academic performance of the tutee participants.

6.Discussion

The results presented showed that mind mentoring activities improve the self-efficacy and the academic performance of both the tutor and the tutee participants. It should be noted that these activities greatly increase the academic performance of the tutee participants.

According to Topping (2008), peer tutoring or mind mentoring as referred in this study improved relationships with peers and personal and social development as well as increased motivation. Peer tutoring has some benefits to students. Several authors/researchers have showed that mind mentoring can improve learning: peer tutoring enhanced the academic achievement of students (Tabassum and Kaleem ,2018; Amaka, 2013; Horvath, 2011; Costantini, 2015). Tabassum and Kaleem (2018), further recommends that peer tutoring be given due consideration in all teacher education practices.

The result of this study affirms that mind mentoring is an effective teaching strategy that can be incorporated along with other teaching methodologies for the language and literature subjects. Likewise, improved self-efficacy of teacher education students is one of the tools needed in the field of teaching; therefore, it should be greatly enhanced.

7.Conclusions, Implications and Recommendations

1. Mind Mentoring activities have positive impacts on students' self-efficacy in a literature class. Literature teachers may employ the strategy in their classes to facilitate students' dealing with literary texts and to give students a chance to have fun while learning.
2. The strategy helps students to enhance their academic performance. It is recommended that the strategy may be employed to scaffold students in their schooling success. The strategy may be integrated in the syllabi of the language and literature subjects. It may be adopted by the University as an alternative Schooling Scaffolding Program to be initiated by the Guidance Center.
3. It is highly recommended that teachers of language and literature classes may employ strategies enhancing students' self-efficacy; so, they may have success in academic matters.

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