ADEQUACY OF PEER TUTORING IN RELATION TO ACADEMIC PERFORMANCE OF BACHELOR OF ELEMENTARY EDUCATION

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Abstract.

The study aimed to determine the adequacy of peer tutoring in relation to academic performance. It was conducted at Core Gateway College, Inc., during the 2nd Semester School Year 2024 – 2025. The study's respondents were 71 Bachelor of Elementary Education students. A descriptive correlational research design was used in the study. The data gathered were interpreted and analyzed using statistical tools such as frequency counts, percentages, means, and standard deviations. Pearson Product-Moment Correlation (r) was used to determine the relationship between two variables. The respondents' ages ranged from 18 – 33 years old, with a mean of 21.11 and a standard deviation of 2.74; majority (78.87%) were females while 21.13 percent were males, and majority (38.03%) of the respondents were second year college, followed by third year college (33.80%), followed by first year college (21.13%) and the rest of them were fourth year college (7.04%). The respondents rated the adequacy of peer tutoring for examinations, quizzes, and assignments as often, and for activities as always. Findings revealed that more than half of the respondents (52.12%) received an average grade above the mean (1.93).

In comparison, 47.88% had an average grade below the mean, indicating that the respondents' academic performance was mainly "excellent". Results showed that the adequacy of peer tutoring in examinations, quizzes, and assignments is not significantly related to academic performance. The adequacy of peer tutoring activities is significantly associated with respondents' academic performance.

Keywords: Peer Tutoring, Academic Performance, Examination, Quizzes, Assignments, Activities

Introduction

Peer tutoring has emerged as an essential focus in higher education as a collaborative learning approach that boosts academic achievement. In teacher education, especially in the Bachelor of Elementary Education (BEEd) program, mastery of academic concepts is essential for cultivating practical teaching abilities. Peer tutoring, which involves students teaching and learning from one another, has been recognized for its ability to improve comprehension, reinforce subject mastery, and develop essential pedagogical competencies (Topping, 2019). Through peer-assisted learning, students actively engage in discussions, clarify misunderstandings, and deepen their understanding of course materials, thereby improving academic performance (Falchikov, 2020).

Even with its advantages, the adequacy of peer tutoring as a primary mechanism for academic achievement remains in question. While studies suggest that peer tutoring fosters higher-order thinking and better retention of knowledge (Roscoe & Chi, 2008), concerns about tutor competence, content accuracy, and the structure of tutoring sessions persist (Ten Cate & Durning, 2007). For BEEd students, assessing the effectiveness of peer tutoring is necessary to determine whether it adequately contributes to their academic achievement and professional development.

While numerous studies have highlighted the benefits of peer tutoring in enhancing student learning outcomes, there remains a lack of research specifically examining its adequacy in relation to the academic performance of Bachelor of Elementary Education (BEEd) students. Existing literature primarily focuses on peer tutoring in general education settings (Topping, 2019; Falchikov, 2020). However, few

studies have examined its effectiveness in teacher education programs, where academic performance is linked to future teaching competencies. This study seeks to address these gaps by investigating the adequacy of peer tutoring as a support mechanism for Bachelor of Elementary Education Students and finding its direct relationship with their academic performance.

The primary goal of this study is to examine the relationship between peer tutoring and academic performance among Bachelor of Elementary Education students at Core Gateway College, Inc. Specifically, the study will describe the socio-demographic characteristics of the respondents, including age, sex, and year level. It will determine the adequacy of peer tutoring in taking examinations, quizzes, assignments, and activities. The study will assess the respondents' academic performance. Lastly, it will explore the relationship between peer tutoring and academic performance, examining whether it significantly enhances students' academic success. By addressing these objectives, this research aims to provide insights into the effectiveness of peer tutoring and its potential to improve the educational performance of Bachelor of Elementary Education students.

Methods

The researcher used quantitative methods within a descriptive-correlational approach. This study used this design to examine the respondents' socio-demographic characteristics, the adequacy of peer tutoring, and their academic performance. In contrast, a correlational research design was employed to assess the relationship between peer tutoring adequacy and respondents' academic performance among Bachelor of Elementary Education students at Core Gateway College, Inc.

The respondents of this study were the 71 Bachelor of Elementary Education students at Core Gateway College, Inc., during the first semester of the School Year 2024-2025, chosen through stratified sampling. The respondents were selected based on criteria aligned with the research objectives. The data-gathering process involved obtaining the necessary permissions from CGCI. All data that was collected was used for research purposes only. Moreover, strict confidentiality of the research data and information collected is required.

Results and Discussion

Socio-Demographic Characteristics of the Respondents

Results show that among 71 Bachelor of Elementary Education (BEED) students, the majority (78.87%) were female, while 21.13% were male. The finding implies that more female students were enrolled than their male counterparts. The majority of respondents who completed the survey were female.

The respondents' mean age was 21 years, with a range of 18–20 years and a standard deviation of 2.74, indicating a narrow distribution. The table also shows that the six respondents were above the mean age.

Information gathered revealed that the majority (38.03%) of the respondents were second year college, followed by third year college (33.80%), followed by first year college (21.13%), and the rest of them were fourth year college (7.04%)

Table 1. Respondents' Socio-Demographic Characteristics

SOCIO-DEMOGRAPHIC CHARACTERISTICS	FREQUENCY n=71	PERCENTAGE
Sex		
Male	15	21.13
Female	56	78.87
Age		
30 – 33	2	2.82
27 – 29	2	2.82
24 – 26	2	2.82
21 – 23	35	49.29
18 – 20	30	42.25
Mean = 21.11 ~ **21**		
SD = 2.74		

Year Level:		
First Year	15	21.13
Second Year	27	38.03
Third Year	24	33.80
Fourth Year	5	7.04

Adequacy of Peer Tutoring in Terms of Examination

The item "I can recall information I learned in peer tutoring when taking an exam" had the highest mean of 3.35, described as "always". The item "I cover the content that appears on exams through peer tutoring" had the lowest mean of 3.03, which was described as "Often".

The result yielded a composite mean score of 3.19, which was described as "Often". This implies that respondents generally find peer tutoring effective in helping them recall information during exams, but it does not guarantee complete alignment with exam content.

However, while peer tutoring can facilitate better retention of information, it does not guarantee complete alignment with exam content, as the effectiveness can vary based on the structure and implementation of the tutoring sessions (Bowman-Perrott et al., 2019)

Table 2. Adequacy of Peer Tutoring in Terms of Examination

STATEMENTS	MEAN	DESCRIPTIVE RATING
Examination		
1. I understand the key concepts that are included in exams through peer tutoring.	3.27	Always
2. I feel more confident answering exam questions after peer tutoring.	3.18	Often
3. I cover the content that appears on my exams through peer tutoring.	3.03	Often

4. I prepare for exams more effectively than studying on my own with the help of peer tutoring.	3.11	Often
5. I can recall information I learned in peer tutoring when taking an exam.	3.35	Always
Composite Score	3.19	**Often**

Legend:
3.25 – 4.00Always
2.50 – 3.24Often
1.75 – 2.49Seldom
1.00 – 1.74 Never

Adequacy of peer tutoring in terms of quizzes.

The item "I improved my quiz scores since participating in peer tutoring" had the highest mean of 3.28, with "always" as the most frequent response. The item "I feel more confident when taking quizzes after peer tutoring" had the lowest mean of 3.14, indicating "Often".

The result yielded a composite mean score of 3.20, which was described as "Often". This implies that respondents find peer tutoring beneficial for improving their quiz performance, but need additional support to feel more confident taking quizzes.

Peer tutoring had a positive effect on students' performance on quizzes and tests, particularly in general education subjects. The study also noted that, while academic performance improved, some students still reported needing more confidence in test-taking situations, suggesting that peer tutoring helps with learning, but emotional assurance may require additional strategies (Garcia & Molina, 2019).

Table 3. Adequacy of peer tutoring in terms of quizzes.

STATEMENTS	MEAN	DESCRIPTIVE RATING
Quizzes		
1. I improve my performance on quizzes through the help of peer tutoring.	3.21	Often

2. I feel more confident when taking quizzes after peer tutoring.	3.14	Often
3. I cover quiz topics thoroughly through peer tutoring.	3.15	Often
4. I can remember and apply what I learned in peer tutoring when answering quiz questions.	3.21	Often
5. I improved my quiz scores since participating in peer tutoring.	3.28	Always
Composite Score	3.20	**Often**

Legend:

3.25 – 4.00Always
2.50 – 3.24Often
1.75 – 2.49Seldom
1.00 – 1.74 Never

Adequacy of peer tutoring in terms of assignments.

The items, "I provide useful insights to complete assignments through peer tutoring", "I understand assignment instructions better after peer tutoring", "I apply what I learned to my assignments with the help of peer tutoring", "I improve the quality of my assignments through my peer tutors feedback" got the highest mean of 3.23 described as "often". The item "I complete my assignment more accurately after peer tutoring" had the lowest mean of 3.17, indicating "Often".

The result yielded a composite mean score of 3.21, which was described as "Often". This implies that respondents find peer tutoring effective and helpful in completing their assignments, though it may not always ensure accuracy.

However, while peer tutoring is generally effective, concerns persist about its consistency in ensuring assignment accuracy, suggesting that the quality of implementation may vary (Esteeve, 2022).

Table 4. Adequacy of peer tutoring in terms of assignments.

STATEMENTS	MEAN	DESCRIPTIVE RATING
Assignments		
1. I provide valuable insights to complete assignments through peer tutoring.	3.23	Often
2. I understand assignment instructions better after peer tutoring.	3.23	Often
3. I complete my assignment more accurately after peer tutoring.	3.17	Often
4. I apply what I learned to my assignments with the help of peer tutoring.	3.23	Often
5. I improve the quality of my assignments through my peer tutors' feedback.	3.23	Often
Composite Score	3.21	**Often**

Legend:

3.25 – 4.00Always

2.50 – 3.24Often

1.75 – 2.49Seldom

1.00 – 1.74 Never

Adequacy of peer tutoring in terms of activities

The item "I perform better in group activities through the help of peer tutoring" had the highest mean of 3.39, described as "always". The item "I participate more actively in class activities after peer tutoring" had the lowest mean of 3.17, indicating "Often".

The result yielded a composite mean score of 3.27, which was described as "Always". This implies that peer tutoring is adequate in enhancing performance and knowledge related to activities.

Peer tutoring positively influences students' engagement and participation in classroom activities. The researchers found that students involved in peer tutoring showed increased confidence, collaborated more effectively in group tasks, and were more willing to participate during lessons (Zambrano et al., 2019).

Table 5. Adequacy of peer tutoring in terms of activities

STATEMENTS	MEAN	DESCRIPTIVE RATING
Activities		
1. I perform better in group activities with the help of peer tutoring.	3.39	Always
2. I participate more actively in class activities after peer tutoring.	3.17	Often
3. I feel more confident in class discussions and activities after peer tutoring	3.20	Often
4. I improve my ability to apply knowledge in activities through peer tutoring.	3.27	Always
5. I perform better in class activities because of what I learned in peer tutoring.	3.32	Always
Composite Score	3.27	**Always**

Legend:
3.25 – 4.00Always
2.50 – 3.24Often
1.75 – 2.49Seldom
1.00 – 1.74 Never

Academic Performance of Bachelor of Elementary Education

The frequency distribution analysis was based on GPA during the first semester of School Year 2024 – 2025. Their academic performance was described as Excellent (1.00-1.24); Superior (1.25-

1.49); Very Good (1.50 – 1.75); Good (2.00 – 2.25); Fair (2.5-2.75); Passed (3.0), and Failed (5.0).

Table 6. Grading System

DESCRIPTIVE RATING	NUMERICAL RATING
Excellent	1.0 – 1.24
Superior	1.25 – 1.49
Very Good	1.50 – 1.75
Good	2.0 – 2.25
Fair	2.5 – 2.75
Passed	3.0
Failed	5.0

Performance of the respondents

Results show that most students (36.62%) got "excellent" rating with a grades ranging from 1.50 – 1.75 with standard deviation of 0.35, followed by 18 respondents (25.35%) having a good rating, eight respondents (11.27%) having a very good, six respondents (8.45%) having a good rating, six respondent (8.45%) having a Fair rating, four respondents (5.63%) having a fair rating and three respondents (4.23%) having a superior rating.

These findings indicate that more than half of the respondents (52.12%) got an average grade of higher than the mean (1.93). In comparison, 47.88% have an average grade below the mean, indicating that the respondents' academic performance was mainly "excellent".

Many students in tertiary education tend to have grade point averages (GPAs) near or above the mean, with a significant proportion achieving grades that reflect consistent or reasonable academic effort. This supports your finding that over half of the respondents (52.12%)

had an average grade higher than the mean (1.93), indicating that students are generally performing at a higher academic level (Belfield & Bailey, 2017*)*.

Table 6.1. Performance of the Respondents

GRADES	FREQUENCY	PERCENTAGE	DESCRIPTIVE RATING
1.05 – 1.25	3	4.23	Superior
1.26 – 1.46	0	0	Superior
1.47 – 1.67	8	11.27	Very Good
1.68 – 1.88	26	36.62	Very Good
1.89 – 2.09	18	25.35	Good
2.10 – 2.30	6	8.45	Good
2.31 - 2.51	6	8.45	Fair
2.52 – 2.75	4	5.63	Fair
Mean = 193.5 **Sd= 0.35**	**Mean = 193** **Sd= 0.35**	**Mean = 1.93** **Sd= 0.35**	**Mean = 1.93** **Sd= 0.35**

Relationship between Adequacy of Peer Tutoring and the Academic Performance of the Respondents

To determine whether the correlation between variables is significant, compare the p-value to the significance level. The p-value indicates whether the correlation coefficient differs significantly from 0 (Minitab, 2019).

The adequacy of peer tutoring in examinations (r = 0.10) and quizzes (r = 0.13) is not significantly related to respondents' academic performance, and the null hypothesis is accepted in both cases. Likewise, there was no significant relationship between the adequacy of

peer tutoring in assignments and the respondents' academic performance (r = 0.22). It implies that peer tutoring's effectiveness does not significantly affect students' performance in traditional assessment formats, such as examinations, quizzes, and assignments.

In addition, a significant relationship was found between the adequacy of peer tutoring in activities and students' academic performance (r = 0.23), thereby rejecting the null hypothesis. This suggests that peer tutoring is more effective in enhancing students' performance in collaborative or hands-on learning tasks. Overall, the findings imply that while adequacy of peer tutoring may not strongly impact traditional assessments such as examinations, quizzes, and assignments, it can play a more meaningful role in supporting active learning experiences.

Peer tutoring is particularly effective in enhancing students' engagement and learning outcomes in interactive, collaborative learning environments. This supports the present study's findings, which revealed no significant relationship between peer tutoring and students' performance in examinations, quizzes, and assignments, but found a significant positive relationship in learning activities. These results suggest that peer tutoring is more effective at promoting performance on active, experience-based learning tasks than on traditional assessment formats (Duran & Topping, 2017).

Table 7. Significant Relationship between Adequacy of Peer Tutoring and the Academic Performance of the Respondents

PEER TUTORING	ACADEMIC PERFORMANCE	r -value	p-value
Examination	Academic performance	.10	.415
Quizzes	Academic performance	.13	.284
Assignments	Academic performance	.22	.073
Activities	Academic performance	.23*	.05

*Correlational at the level of 0.05 (two-tailed)

Conclusions

Based on the study results, the following conclusions were drawn. The respondents' ages ranged from 18 – 33 years old, with a mean of 21.11 and a standard deviation of 2.74; majority (78.87%) were females while 21.13 percent were males, and majority (38.03%) of the respondents were second year college, followed by third year college (33.80%), followed by first year college (21.13%) and the rest of them were fourth year college (7.04%). The respondents rated the adequacy of peer tutoring for examinations, quizzes, and assignments as often, and for activities as always. Findings revealed that more than half of the respondents (52.12%) received an average grade above the mean (1.93). In comparison, 47.88% have an average grade below the mean, indicating that the respondents' academic performance was mainly "excellent". Results showed that the adequacy of peer tutoring in examinations, quizzes, and assignments is not significantly related to academic performance. At the same time, the adequacy of peer tutoring activities is significantly associated with respondents' academic performance.

Recommendations

In line with the study's results and conclusions, the following recommendations were made: schools should continue to support and enhance peer tutoring activities, especially in academic areas, where a significant correlation with academic performance was observed. Because peer tutoring was found to be more effective in activities, educators should consider designing more collaborative, learning-oriented assignments in the curriculum for peer tutors and tutees to contribute productively. In addition, since no relationship was found between the adequacy of peer tutoring and academic performance on examination, quizzes, and assignments, it remains beneficial to maintain peer tutoring to enhance overall student involvement, motivation, and confidence. Institutions could also train peer tutors to assist with more formal academic aspects more effectively.

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