



LEARNERS' AND TEACHERS' EXPERIENCES ON PEER TUTORING: BASES FOR READING ENHANCEMENT PROGRAM

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ABSTRACT

This qualitative study aimed to determine the learners and teachers' experiences on peer tutoring. Using in-depth interview and phenomenological design, the study employed a researcher-made interview questionnaire to gather data. Audio and video recorders were used for data gathering and documentation. It was found out that the learners' experiences on peer tutoring included assistance to slow or struggling learners/peers, improvement in academic performance, and increased self confidence and responsibility. While teachers' experiences on peer tutoring were the development of good relationship between the tutor and tutee, enhancement of self confidence and responsibility, and improvement in academic performance and communication skills. The challenges encountered by learners were tutees' inattentiveness and low comprehension/understanding. For teachers, they encountered learners' behavioral problem, scheduling difficulties of tutor and tutee, and lack of parental support. The influence of learners' and teachers' experiences on peer tutoring is reflected in encouraging and empowering learners, involving parents, crafting suitable and effective strategies, and developing relevant interventions and appropriate learning materials.

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Keywords: *Peer Tutoring, Reading Enhancement Program*

INTRODUCTION

Learners learn best at their own comfort zone. Their interest were greatly develop if they're enjoying what their doing. Varied learning factors were considered which greatly affect the learning performance of learners. As per observe, learners performance is at its lowest peak among key stage two learners. With this, learners are encourage to engage in peer tutoring to help cope up with their lessons and to leverage their performance academically as well as boost their social life and self- confidence.

Peer tutoring involves a teaching strategy where students work together to assist each other's learning, with one student acting as the tutor and the other as the tutee.

Recent scholarship underscores that peer tutoring has become an increasingly recognized instructional approach across different educational contexts, with both learners and teachers reporting meaningful experiences. For learners, peer tutoring is often associated with improved academic achievement, heightened confidence, and stronger motivation to engage in classroom activities. Atamosa and Dioso (2024) demonstrated that Grade 2 pupils in the Philippines significantly enhanced their reading comprehension through structured peer tutoring, suggesting that younger learners benefit from the supportive and collaborative environment created by peers.

Similarly, Pasion and Marcelo (2024) found that secondary school students in mathematics not only improved their problem-solving skills but also developed greater

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confidence and willingness to participate actively in class discussions. These findings align with (Zhang et al., 2025) meta-analysis of higher education contexts, which concluded that peer tutoring consistently contributes to better academic outcomes while fostering social interaction and reducing feelings of isolation among learners.

Teachers' experiences with peer tutoring reveal a complementary perspective. Many educators view peer tutoring as a practical strategy to make classrooms more interactive and to address diverse learning needs, especially in settings where large class sizes limit individualized instruction. Teachers report that peer tutoring encourages active participation and helps cultivate collaborative learning cultures.

However, they also highlight challenges, particularly in ensuring the accuracy and consistency of peer tutors' guidance. Without proper training and monitoring, peer tutors may unintentionally reinforce misconceptions, which underscores the importance of structured implementation. Teachers therefore emphasize the need for clear guidelines, ongoing supervision, and institutional support to maximize the effectiveness of peer tutoring programs.

Overall, recent studies suggest that peer tutoring is valued by both learners and teachers as a tool for academic improvement and social development. Learners appreciate the confidence and sense of belonging it fosters, while teachers recognize its potential to enrich classroom dynamics and support diverse learners. Yet, its success depends on careful planning, structured training, and sustained oversight to balance the benefits with the challenges of implementation.

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MATERIALS AND METHODS

Research Methodology

This chapter presents the research method, research design, respondents of the study, data gathering procedure, research instrument and data analysis to be used in the study. The purpose of this study is to determine the learners and teachers' experiences on peer tutoring: bases for reading enhancement program in the Schools District of Ajuy I during the school year 2024-2025.

Research Method

The research method used in the study was qualitative research design using in-depth interview. The interviewer during the interview was allowed to sit and ask a series of questions about certain issues encountered by learners and teachers. Demirci (2023) emphasizes the importance of conducting better qualitative interviews by focusing on participant comfort, interviewer flexibility, and methodological rigor, which aligns with the exploratory and open-ended nature of Fraenkel and Wallen's approach.

The descriptive research method focuses on systematically describing a phenomenon as it exists in its natural setting, without manipulating variables. According to Elliott (2025), it aims to provide an accurate portrayal of current conditions, practices, or relationships within educational settings, enabling researchers to understand trends, patterns, and implications for practice. This approach is particularly useful in educational studies that seek to document and analyze real-world events, behaviors, or perceptions without altering the environment in which they occur (Elliott, 2025).

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The interviewer and the interviewee were allowed to sit together at a distance during the interview and take time to reflect on a series of questions regarding a specific issue. The purpose was to obtain the essential views of the participants on a particular issue within a social context through their responses to the questions. Focus group discussion was utilized to gather data.

Research Design

The study employed a phenomenological research design. Phenomenology was considered a philosophical approach to conducting qualitative research. The aim of phenomenology was to understand how individuals perceive the world and how these perceptions may differ from commonly held views by focusing on a person's subjective interpretations of their experiences. Phenomenology was carried out by interviewing participants to learn their impressions and was frequently applied in fields such as psychology, sociology, and social work.

Phenomenology, as a qualitative research approach, emphasizes the exploration of lived experiences from the perspective of individuals, aiming to uncover the essence of phenomena as they are consciously perceived. Recent scholars highlight that phenomenology seeks to describe human experiences without imposing external theories or unexamined assumptions, instead focusing on the meanings participants attribute to their realities (Williams, 2021; McLeod, 2024; ResearchMethod.net, 2025).

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Participants of the Study

The participants of the study were the thirty (30) purposely chosen Grade 4, 5, and 6 teachers and thirty (30) purposely chosen Grade 4, 5, and 6 learners specifically ten (10) from each grade level who are using peer tutoring in the Schools District of Ajuy 1.

The potential participants were told about the study, its goal, and their part in its execution by the researchers. The participants were informed via a variety of methods, including calling or messaging them on their mobile phones and getting in touch with them via Facebook or Messenger or informing them personally. The researcher required them to sign an informed consent form after receiving their consent to participate and advised them of their rights as study participants. After obtaining the necessary approvals, the researchers conducted the in-depth interview using focus group discussion, which was audio-visually captured.

Sampling Design

Purposive sampling design was employed in the study. In selecting the study participants, a purposive sampling strategy, a type of non-probability selection method, relied on the researcher's discretion. According to Nikolopoulou (2023), purposive sampling referred to a group of non-probability sampling techniques in which units were chosen because they possessed specific characteristics required for the sample. In other words, units were selected "on purpose" in purposive sampling. This method, also known as judgmental sampling, depended on the researcher's judgment in identifying and selecting individuals, cases, or events that could provide the most relevant information to achieve the study's objectives.

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This design was appropriate for the study because it intentionally included participants who possessed the specific characteristics relevant to the research goals.

Research Instrument

The research instrument used in the study was a researcher-made interview schedule.

An interview schedule in qualitative research is a structured or semi-structured guide comprising a list of questions or topics that the interviewer intends to cover during the interview process. Its primary purpose is to ensure that all relevant areas are systematically explored across interviews, enhancing consistency, rigor, and comparability of data, while still allowing flexibility for in-depth probing and adaptation to emerging insights (Morris, 2025).

The interview schedule consisted of four questions that focused on the purpose of the study.

Voice and video recorders were used for data collection and documentation, depending on the participants' permission.

Validity of the Research Instrument

The panel of experts validated the researcher-made interview schedule. Three college professors who were thought to be authorities in the field confirmed and validated the interview guide that the researcher had created. It comprises three questions that were designed to elicit responses from the participants concerning their observations and experiences about peer tutoring among key stage two learners. All comments and suggestions for the finalization of the research instruments has been incorporated.

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Data Gathering Procedures

Permission to conduct the interviews was secured from the adviser, the Dean of the Graduate School, the Schools Division Superintendent, the Schools District Supervisor, and the School Heads of the Schools District of Ajuy I.

Permits from the individual participants were obtained to allow the researcher to carry out the study. The researcher personally went to the schools, communities, or other locations convenient for the participants to conduct the interviews.

The researcher approached the concerned authorities to personally submit letters requesting permission. Afterward, the researcher asked the respondents to sign a consent form. The researcher and the respondents then conducted in-depth interviews. During the interviews, video and audio recorders were used to capture the entire process. The use of video and audio recording was approved by the respondents and maintained with respect to their privacy.

Focus group discussion was used to gather data where group of 10 participants from each grade level(Grade 4, 5 and 6) were convened by the researcher to a place convenient to them to elicit their experiences, challenges encountered and how they cope with this challenges on peer tutoring.

A Focus Group Discussion (FGD) was a qualitative research technique that involved gathering a small group of participants to take part in a structured conversation centered on a particular topic. Recent literature emphasizes that FGDs are used to gather in depth,

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contextual insights about participants' perceptions, beliefs, experiences, and attitudes through interactive group dynamics, which produce richer data than individual interviews.

FGDs involve controlled, moderator-led discussions designed to explore participants' beliefs, attitudes, and reactions within a small group setting. They are widely used in education, social sciences, market research, and health studies (Sachdeva et al., 2024).

The researcher consolidated all the collected responses and information after series of interviews.

Data Analysis

The data collected through the interview schedule were analyzed using thematic analysis, a qualitative method designed to identify, interpret, and report recurring patterns or themes within narrative data. This approach enables the researcher to uncover meaningful insights into the experiences, challenges and coping strategies of learners and teachers on peer tutoring in the Schools District of Aju Cluster 1.

Each written response was carefully examined to extract emerging themes related to behavior, communication, decision-making, motivation, and support of learners and teachers.

According to Braun and Clarke (2021), thematic analysis provides a flexible yet rigorous framework for analyzing qualitative data, allowing researchers to identify both explicit and implicit meanings across participants' narratives. It was especially appropriate for educational research aiming to explore intricate social and organizational dynamics. Nowell et al. (2021) further highlighted that thematic analysis improved transparency and credibility in qualitative studies by providing a systematic approach to coding and interpreting data.

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Braun and Clarke’s six phases of thematic analysis are essentially a step-by-step guide for making sense of qualitative data. First phase was Familiarization with Data-Reading and re-reading interview schedules; it was an essential step in the data analysis process. The repeated engagement with the responses of learners and teachers allowed the researcher to become fully familiar with their experiences and ensure that emerging themes were firmly grounded in the participants’ actual words. This process strengthened the credibility and trustworthiness of the findings.

Second, generating initial codes; in this study, generating initial codes was an important step in organizing the qualitative data collected from learners and teachers. After familiarization with the interview schedules, meaningful segments of the participants’ responses were highlighted and labeled with concise codes that captured the essence of their experiences. Third, searching for themes; in this study, searching for themes involves clustering the initial codes from learners and teachers responses into broader patterns that captured the essence of their experiences. Fourth phase is Reviewing themes- checking if themes are truly present in the data and refining them. Fifth phase is Defining and Naming Themes-writing clear definitions and giving concise names. And last is Producing the report, in this study it involves weaving the defined themes into a coherent narrative that directly addressed the research questions. This final phase transformed the coded data into meaningful insights, highlighting the experiences, challenges and coping strategies of learners and teachers on peer tutoring.

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RESULTS AND DISCUSSIONS

This study aimed to explore and describe the experiences of learners and teachers regarding peer tutoring during the School Year 2024-2025.

The primary objective of the study was to determine the experiences of learners and teachers regarding peer tutoring as a basis for a reading enhancement program in the Schools District of Ajuy 1 for the School Year 2024–2025.

The study utilized a descriptive method through in-depth interviews. During the interviews, the interviewer was allowed to sit and reflect on a series of questions related to specific issues. The goal was to gather the essential perspectives of the participants on particular matters within a social context through their responses to the questions asked.

This research employed a qualitative design using ethnography. Ethnography involves both the collection of data typical of anthropology and the analysis of specific people, environments, or ways of life (Edith Cowan University, 2021).

The participants for this study were the thirty (30) purposely chosen Grades 4, 5, and 6 teachers and thirty (30) purposely chosen Grades 4, 5, and 6 learners, specifically 10 from each grade level who are using peer tutoring in the Schools District of Ajuy 1.

The research instrument employed in this study was a researcher-developed interview schedule, designed to align with the objectives of the study.

Data were collected using focus group discussions. In addition, audio and video recorders were utilized for data gathering and documentation, contingent upon the

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participants' consent. These instruments, along with field notes taken during the interviews, served as the primary sources for data analysis.

Before establishing the validity of the interview schedule, each item was submitted to the adviser and a panel of experts for review and modification. The panel consisted of professionals recognized for their expertise in research, testing and experimentation, and English.

The feedback, corrections, and recommendations provided by the panel of validators were carefully considered and incorporated, resulting in the final version of the interview schedule.

All necessary permissions were obtained from the adviser, the Dean of the Graduate School, school heads, and particularly from the individual participants, enabling the researcher to conduct the study. The researcher personally visited the schools and other locations convenient for the participants to carry out the interviews.

During the interviews, audio or video recorders were used to ensure complete documentation of the participants' statements and responses. The participants sat comfortably with the researcher during the focus group discussions to provide their answers to the questions. The objective was to gather the respondents' perspectives on the study.

Following the completion of all interviews, the researcher consolidated the collected data. The information gathered was then analyzed using a thematic approach to identify patterns and insights.

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Based on the results of the interview conducted to the participants, the learners' experiences on peer tutoring included assistance to slow/struggling learners/peers, improvement in academic performance, and increased self- confidence and responsibility.

The teachers' experiences on peer tutoring included the development of good relationship between the tutor and tutee; enhancement of self confidence and responsibility; and improvement in academic performance and communication skills.

Based on the data collected from the interview of the participants, the challenges encountered by learners were tutees' inattentiveness and tutees' low comprehension or understanding. On the other hand, the challenges encountered by teachers were learners' behavioral problem; scheduling difficulties between tutors and tutees; and lack of parental support.

The result of the interview conducted to the participants revealed that the coping mechanism of learners with the challenges were giving rewards, incentives and praises; showing patience in dealing with the tutee; and giving concrete explanation and example of the topic.

The findings also indicated that the coping mechanism of teachers with the challenges were giving incentives, motivation and appreciation; practicing time management; and encouraging parental involvement.

A formulation of Reading Habit Enhancing Academic Growth (RHEA G) project was crafted based on the results of the study.

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CONCLUSION

Based on the findings, the following insights were drawn:

Peer tutoring has a strong impact on both learners and teachers, influencing academic outcomes as well as classroom dynamics. It creates a safe, supportive, and motivating learning environment in which students feel less anxious than they often do in traditional teacher-led instruction.

Because peer tutoring is more collaborative and less intimidating, learners develop a stronger sense of belonging and self-efficacy, which are essential for persistence in learning. In addition to improving academic performance, peer tutoring boosts students' confidence, reduces their fear of failure, and strengthens peer relationships. These emotional benefits, including increased motivation and reduced stress, are just as significant as its academic gains.

For learners, peer tutoring promotes confidence, lowers anxiety, and enhances important literacy skills such as reading fluency and comprehension. Studies show that students engaged in peer tutoring perform better in reading speed, accuracy, and prosody, demonstrating that structured peer support can accelerate literacy development. Learners also feel safer and more motivated when working with peers, which encourages greater participation and collaboration in the learning process.

For teachers, peer tutoring creates a more engaging, inclusive, and supportive classroom environment. It enables them to focus on differentiated instruction while peer tutors provide additional scaffolding to classmates, helping sustain motivation and reduce classroom stress. Teachers view peer tutoring as an effective instructional strategy that supports literacy

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development and collaborative learning. For instance, reading buddy programs, in which older students are paired with younger learners, have been found to improve fluency, vocabulary, and comprehension while also reducing classroom anxiety.

Teachers also emphasize several strategies for the successful implementation of peer tutoring. These include matching tutors and tutees according to ability levels to ensure balanced support, training peer tutors to provide step-by-step guidance rather than simply giving answers, and closely monitoring sessions to maintain quality and correct misconceptions. In addition, tutors are encouraged to reflect on their teaching experiences, which deepens their own understanding through what is known as the Protégé Effect. These practices allow teachers to integrate peer tutoring into the classroom without losing instructional control, while at the same time empowering students to take greater responsibility for their own learning.

Despite its many benefits, peer tutoring also presents challenges, particularly in maintaining quality control and ensuring equitable participation among students. These concerns require careful teacher guidance and supervision. Overall, peer tutoring is increasingly recognized as a dual-benefit practice: learners develop academic and social skills, while teachers observe stronger engagement and a more collaborative learning culture.

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