Impact of Class Wide Peer tutoring on Learning of Senior Secondary students

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Abstract

This paper investigates the impact of class wide peer tutoring on learning of senior secondary students. Class wide peer tutoring, a cooperative learning strategy where students teach each other under teacher supervision. This strategy is well known for its impact on academic achievement, student engagement, and social interaction. It can be used with students who are in the same age group or students of different ages. In this strategy teacher create a small group of three or four students who act as a tutor or tutee on an alternative basis. The more knowledgeable student teaches the less knowledgeable students. The students learn from each other in an organized way through the process. Peer tutoring enables both tutor and tutee to gain self-confidence, the tutor by observing self-competence in his or her capability to help someone and the tutee by gaining positive reinforcement from the peers. Therefore, peer tutoring has a very positive impact on the process of learning. The findings indicate that class wide peer tutoring significantly enhances academic performance, with students showing improved test scores and comprehension. Additionally, students reported increased motivation and engagement, enjoying the collaborative learning environment. Teachers observed better social interactions and communication skills among students. Despite challenges in implementation, the study concludes that class wide peer tutoring is a valuable instructional strategy that fosters a supportive and effective learning environment among senior secondary students. It improves cognition and social learning, increases a sense of responsibility for one's own learning, enhanced metacognitive and motivation skills among students. Hence, it is concluded that class wide peer tutoring is a very effective strategy for enhancing student's learning in the different subject at senior secondary school. Therefore it should be utilized with in the premises of the educational institutions as well as outside

Keywords: *Peer Tutoring, Class Wide Peer Tutoring, Tutor, Tutee*

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Introduction

Within the contemporary globalized environment, the field of education has undergone numerous advancements and developments (Fiter, 2002). Global research indicates that one-on-one peer tutoring is very beneficial for learning for both the tutor and the student. For some students with impairments, one-on-one instruction and tutoring, peer tutoring, open schools, proper infrastructure, and appropriate technological interventions to provide accessibility might be particularly beneficial. This national initiative promotes basic reading and numeracy, states may think about developing creative strategies to support such volunteer work and peer tutoring (NEP, 2020). Class wide peer tutoring is an effective strategy that provides a non- judgmental acceptance, care, support and opportunity to teach and learn from others, and it also creates a non-competitive empowering environment (Egbochuku & Obiunu, 2006). Utilizing class wide peer tutoring in the classroom will engage students, enhance their memory, self-confidence, motivation, academic achievement and encourage critical thinking. Then it will most likely enhance career decision making process among secondary school students.

According to Rohrbeck, Ginsburg-Block, Fantuzzo, and Miller (2003) Peer-mediated teaching methods are structured and systematically implemented in peer-tutoring. It addressing the social and academic requirements of children in schools at all educational levels, regardless of their gender, age, or socioeconomic status. It increases motivation, improves cognition and social outcomes in learning, increases a sense of responsibility for one's own learning, and improves metacognitive skills (Longareth, Godinho, Parr & Wilson, 2009). Peer tutoring is a cooperative learning strategy where two or

more students work together, exchange knowledge, and learn from one another to assist one another's learning. It builds students' critical thinking, confidence, problem-solving, and active participation skills (Hovarth, 2011; Ali, Anwer & Abbas, 2015). Under this method students can solve, analyze, and answer the problems they are given in order to develop their critical thinking skills with the help of peer tutors with a higher degree of knowledge (Nasihah, Supeno & Lesmono, 2020).

Types of Peer Tutoring

There are main types of peer tutoring such as:

1. *Class-Wide Peer Tutoring*: Class-wide peer tutoring breaks the whole class into smaller groups. Students act as tutor as well as tutee. So every student of the class involves himself in the assigned activities and learns in a very good way (Greenwood, Carta & Hall 1988).

2. *Reciprocal Peer Tutoring*: under this method both peers take turns at being the tutor while the other one acts as the student or learner. This strategy provides a opportunity to every student to act as a tutor and enhances his confidence level (Goodwin & Watkinson, 2000).

3. *Cross-Age Peer Tutoring*: In this type of tutoring the elder student act as tutor and they teach the young students. The tutors have a higher academic background as compared to their students or learners in cross-age peer tutoring (Lieberman, Newcomer, McCubbin & Dalrymple 1997).

4. *Same-Age Peer Tutoring:* Same-age tutoring is a model of peer tutoring where students of the same age or grade level tutor each other. The students can be matched based on their abilities, interests, or needs.

5. *Peer Assisted Learning:* under this method participants receive training in a certain role-taking as tutor or tutee, with an emphasis on error correlation and well-defined processes for interaction (Topping, 2001).

One of the most extensively researched and strongly advised methods for encouraging achievement among various learner groups is class wide peer tutoring (Ayvazo & Ward 2009; Butler & Hodge 2001; Iserbyt, Elen & Behets 2010, Weidner & Popp, 2007).Originally developed in local schools in Kansas City, Kansas, by researchers Joseph Delquadri, Charles Greenwood, and third grade teacher, Kathleen Stretton. Class wide peer tutoring is an instructional strategy under which teacher creates a small group of three to four students who plays the role of tutor and tutee on an alternative basis. The more knowledgeable student teaches the less knowledgeable students in a class room and work together at the same time. It increases the proportion of instructional time that all students participate in academic activities and to provide pacing, instant feedback, and immediate correction of errors, high levels of mastery and coverage of content. With large group instruction, this teaching approach relieves the teacher of the challenging work of providing thorough and effective instruction and feedback to a diverse range of learners (Greenwood, Delquadri & Hall, 1989).

Topping (2005) defined class-wide peer tutoring as breaking the entire class into dyads. Each child participates by providing prompts, error correction and help to their partners. Students are given task cards to keep them focused on the objectives of lesson. The main benefit is that the entire class is involved in the tutoring activity and the class splits into two in which one acts as tutors while the rest maintains position of tutees. Role of a subject teacher is to monitor the students and provide two important learning variables: many opportunities for students to respond to academic tasks, and frequent and immediate feedback (Golding, Facey-Shaw & Tennant, 2006). It has been shown to greatly increase the level of active student responding while providing students with opportunities to receive

more time on task, immediate and specific feedback more practices in short periods of time, and positive social and academic supports (Maheady & Gard, 2010).

Literature

The recent researchers have found that class wide peer tutoring has some positive impact on students learning and outcome. The findings by Nwafor, Ezeanya and Onuigwe, (2024); Musa, (2022) showed that class wide peer tutoring improves students' achievement in chemistry and cost accounting more than the lecture technique does. Bowman-Perrott, Ragan, Boon and Burke (2023) demonstrated that peer tutoring has a positive impact on academic and behavioral outcomes for adolescents who have emotional and behavioral Disorders or are at risk for developing it. Olawoyin, (2018) revealed that the slow learners who were taught financial accounting using CWPT performed higher than the slow learners taught using conventional method at post-test. According to Eldessouki (2016) ; Madou and Iserbyt (2018) peer tutoring increases student involvement and motivation, which aids in the achievement of their goals. Jo, (2015) found on-task behaviors increased while off-task behaviors decreased when class wide peer tutoring was implemented during intervention. Case, (2012) indicated that both project-based units accompanied by cooperative learning procedures and class wide peer tutoring were improving 10th grade students' social studies performance. Karagiannakis, (2008) found impressive impact of class wide peer tutoring in academic improvements; important gains were observed on the social status and domain-specific perceptions of boys with BP. Arieno (2007); Allsopp (1997) showed that class wide peer tutoring improve problem solving skill, higher order thinking skills, classroom behavior, engagement and achievement.

Impact of Class Wide Peer Tutoring on Students Learning

There are many ways where class wide peer tutoring shows greatly impact in the learning of students are: (a) *No Hesitation*: Class wide peer tutoring has a very positive impact on learning of senior secondary students in a big way. They are less afraid to ask questions of their tutors and more relaxed than they might be with a teacher (Ali, Anwer & Jaffar, 2015). (b) *Systematic and Planned*: Planned and systemic implementation of class wide peer tutoring has the great potential to yield better learning and outcomes. When teachers create well-matched student pairs, they can achieve greater outcomes. (c) *Equal Opportunity*: The tutees' innate understanding, aptitudes, and competencies are improved through tutoring the learners. Thus, by giving the chance to teach, both tutors and tutees benefit equally from it. (d) *Active Engagement*: To make sure that pupils are actively participating in academic instruction, class wide peer tutoring is implemented. Increased student responsiveness and involvement is one of the most potentially advantageous features of peer tutoring across the entire class (Greenwood & Delquadri, 1995). (e) *Diverse Learner*: Under class wide peer tutoring, diverse students get chance to teach and learn from their peers while also giving them more time to focus on their work, receive quick, targeted feedback, and enhance their social skills (King-Sears & Bradley, 1995; (Anderson, Yilmaz &Wasburn-Moses, 2004). (f) *Achievement*: With a large database, this intervention method has been utilized to raise the academic achievement of low-income, mildly impaired, and non-disabled students at a range of grade levels (Delquadri, Greenwood, Stretton, & Hall, 1983; Maheady, Sacca, & Harper, 1988) which in turn provides greater opportunities for growth in academic success (DuPaul, Ervin, Hook & McGoey, 1998).

Benefits of Class Wide Peer Tutoring

There are some benefits of using class wide peer tutoring are: (a) Peer tutoring is a motivating factor for students. (b) Can assist the teacher, as the teacher is assisted by students who possess the necessary skills. (c) Students can serve as teachers in practice. (d) Students ask questions when they fail to understand a lesson because they are mentored by a partner. (e) Learning is more intimate because it is done by the students themselves. Class wide involves some disadvantages are: (a) it's possible that students who perform well and are selected as tutors may not get good communication with the children who they teach. (b) It's possible that the tutors aren't good at explaining the subject (Wati, 2020).

These would undoubtedly be the best method for children with disabilities as well as those with varied ability levels to improve their skills in the schools (Greenwood, Delquadri, & Hall, 1984; Hall, Delquadri, Greenwood & Thurston, 1982; Kamps, Barbetta, Leonard & Delquadri, 1994).

Disadvantages of Class Wide Peer Tutoring

1. It's possible that students who perform well and are selected as tutors may not get good communication with the children who they teach.
2. It's possible that the tutors aren't good at explaining the subject (Wati, 2020).
3. Tutor and tutee feel bored in the learning process. It suggests a lack of interest or involvement with the lessons or activities being taught (Sutresna & Wijayanti, 2021).
4. Students feel hesitant or unsure about sharing their thoughts, idea and concepts related to their concern subject within the classroom setting (Corral, 2018).
5. Tutor and tutee have little time to discuss the subject material thoroughly. So, to make sure that the sessions are effective and in keeping in mind with learning objectives, teachers must carefully organize and oversee their scheduling (Chai & Lin, 2013).
6. In this study, tutors had trouble controlling their groups. Their problems included disrespectful tutees, tutees that were missing all the time, and irresponsible behavior (Solomon & Crowe, 2001).

Conclusion

Learning the vital lifelong skills of cooperating with peers and collaborative learning is also crucial (Bowman-Perrott, 2009). The researchers came to the point that the class wide peer tutoring within the classroom is a pedagogical strategy that utilizes small groups to help students improve their own learning and other skills of senior secondary students. It is equally beneficial for both and can enhance their critical thinking, problem solving ability, creativity, confidence level, active engagement self-motivated and remove hesitation, fear to ask questions to their tutors. The teachers should provide training to the learners and determine the progress by providing feedback to tutor and tutee whether they are mastering the content with the help of weekly tests. It improves cognition and social learning, increases a sense of responsibility for one's own learning, enhanced metacognitive and motivation skills among students. Hence, it is concluded that class wide peer tutoring is a very effective strategy for enhancing student's learning in the different subject at senior secondary school. Therefore it should be utilized with in the premises of the educational institutions as well as outside (Ali, Anwer & Abbas, 2015).

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