

The Role of Peer Tutoring in Enhancing Student Performance

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ABSTRACT:

This study investigated the impact of peer tutoring on student performance using a mixed-method experimental design that combined quantitative assessments with qualitative insights. A cohort of students was divided into an experimental group, which engaged in structured peer tutoring sessions, and a control group, which followed traditional instructional methods. Quantitative analysis of pre-test and post-test scores revealed significant improvements in the experimental group, with higher gains in cognitive skills, academic confidence, and problem-solving ability. Tables 1–9 illustrated key trends, showing that peer tutoring contributed to enhanced retention rates, increased motivation levels, and more consistent participation, while also improving collaborative efficiency and conceptual clarity. Figures 2–13 provided visual confirmation of these outcomes, with line, bar, scatter, histogram, and hybrid plots highlighting steady performance progression, improved engagement, and stronger feedback responsiveness among students exposed to peer tutoring. Qualitative findings, drawn from interviews and reflective journals, reinforced these results by emphasizing the role of peer interaction, supportive behaviors, and communication in fostering both academic and socio-emotional growth. Collectively, the results demonstrate that peer tutoring is not merely a supplementary strategy but a transformative pedagogical approach that improves academic outcomes, nurtures self-regulation, and cultivates essential transferable skills. The study concludes that peer tutoring, when carefully structured and integrated into curricula, can serve as a scalable and sustainable method to enhance learning outcomes in diverse educational contexts.

Keywords: peer tutoring, student performance, academic confidence, motivation, collaborative learning, retention

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INTRODUCTION

The learner population performance is one of the most desirable outcomes of the teaching domain in question since it is directly associated with the process of its evolution (Alghamdi and Gillies, 2020; Dawson et al., 2022). Over the past two years schools and colleges have been experimenting and implementing the use of cooperative and student-focused methods to achieve success and learning. As a result of the social and cognitive mechanisms associated with the promotion of meaningful learning among students, peer tutoring is now viewed as one of such learning resources (Topping, 2020; Leung, 2021). Peer tutoring is a type of systematic teaching when students support each other with studying as they give advice and explain and correct (Capstick, 2022; Hammond et al., 2020). The given interest can be explained with references to the fact that the given practice enhances performance in the areas of critical thinking, self-restraint, socio-emotional development, and cognition (Webb and Mastergeorge, 2020; Falchikov, 2019).

The peer tutoring theory is rooted in the theory of zone of proximal development first introduced by Vygotsky according to which, students learn best when they discuss the problem with learners, who are further developed (Zhou and Brown, 2018). Peer tutoring increased awareness in relation to the metacognitively and actively engaged processes of how the models of teaching and learning tend to deny the student the opportunity not only to teach but also learn (Duran and Topping, 2018; O'Donnell, 2021). Just like any other publication, peer tutoring can be beneficial to both tutors and students since it assumes extra manipulation and rearrangement of all ideas, in the conveyance of information (Gillies, 2019; Johnson et al., 2020). Peer tutoring and other cooperative strategies do not differ in any way except that peer tutoring is a two-way process of learning and is therefore, a whole tool of learning.

Tutoring among peers has been repeatedly demonstrated to lead to better academic achievement in the quantitative data. Indicatively, Hammond et al. (2020) and Leung (2021) found that learning science in peer group setting led to large performance improvement, and that peertutoring of mathematics achievement among secondary school students led to improvement of unknown magnitude, respectively. Similarly, Webb and Mastergeorge (2020) also found that the students who had completed organised programmes of peer-assistance were more knowledgeable and had superior problem-solving skills compared to students who had received training in conventional learning classrooms. It is likely attributed to the existence of large-scale reviews that find evidence of peer learning to have similar and consistent moderate to large effect to drive academic achievement (Dawson et al., 2022; Topping, 2020).

Peer tutoring has been found to be the best. Falchikov (2019) presupposes that the learners who received peer tutoring were more grateful and did not wish to abandon difficult tasks. In a long-term study, Capstick (2022) reports that the skills gained in peer tutoring, namely leadership, empathy, and teamwork, were transferred to the non-academic setting. One more thing which other researchers pay their attention to is peer tutoring. Wadoodi and Crosby (2019) found peer-assisted learning to be effective in enhancing clinical performance and retention of medical students, but Hammond et al. (2020) found peer-led study groups to be effective with low achievers.

Peer tutoring as a new emergent phenomenon within school systems can be considered a reflexive and progressive tendency towards a more substantial pedagogical shift towards a more inclusive and collaborative learning. Johnson

et al. (2020) reckon that peer-to-peer tutoring would ensure the existing learning gap was eradicated by providing them with increased instruction time and personalised feedback, which would not have been otherwise available when teachers tutored each other. This goes hand-in-hand with the findings of Capstick (2022) who pointed out that peer tutoring leads to inclusivity and academic inclusion of under-represented groups. Peer tutoring may be made more participatory with technology, especially in higher education institutions, and academic research conducted within the digital learning environment suggests (Lim et al., 2021; Anaya et al., 2022).

There are more disadvantages of peer tutoring than there are advantages. This is not necessarily easily achievable without difficulty weight training as we have observed, and there is a question of the validity of peer explanations (Falchikov, 2019; O'Donnell, 2021). Besides that, institutional context and cultural differences also may affect peer tutoring models (Leung, 2021; Duran and Topping, 2018). These problems however provide reasons as to why the programs should be planned, the tutors should be trained and should be introduced in the curricula with lots of cautions.

The strength of the current study is that it objectively analyzes the implications of peer tutoring on student performance in the presence of very many different variables like motivation, student retention, cognitive and socioeconomic development. The mixture of quantitative and qualitative studies in a single study can be referred to as an integrated experimental design, though not numerous studies employed this methodology was interested in a specific factor of peer tutoring previously (Gillies, 2019; Dawson et al., 2022). It is at this point that the current study comes in to fill this gap by providing as much information as possible as to how peer tutoring can be utilized to enhance learning and in which instances it can be of the greatest benefit.

Lastly, the learning theory and learning practice would be enhanced by peer tutoring the students. It also offers some useful ideas that can be implemented by teachers to attain best outcome of various classes, and rethink the definition of collaborative learning as complementation of normal learning. Peer tutoring is offered as an economically viable, mass-scaled, pedagogically reachable solution to the issues of bloated classes, limited educational resources, and widening achievement gaps a higher education system is already encountering in every corner of the planet (Capstick, 2022; Hammond et al., 2020). Thus, the present study shall form part of an integrative study of peer-tutoring role, in aiding academic achievement and general development and a literature.

METHODOLOGY

Research Design and Participants

In order to establish the effect of peer tutoring on performances of students, this study adopted mixed method experimental design that included qualitative and quantitative data of respective learning and academic performance respectively. Introductory courses were randomly chosen and two groups of undergraduate students were selected to participate in the introductory courses; a control group that underwent the normal classroom instruction and an experimental group that underwent systematic peer tutoring instructions. High performing students who had already learned to employ pedagogical approaches were chosen to work as peer tutors. Peer tutoring sessions were twice

weekly, in small groups throughout the eight weeks of the intervention, and problem-solving activities and reviewing course materials were the focus of the peer tutoring sessions, relative to the course objectives.

Data Collection and Instruments

Quantitative data were collected using pre-test and post-test scores designed to measure conceptual understanding and problem-solving ability. The learning gain for each student was computed using the normalized gain formula:

$$g = \frac{(Post\ Test\ Score - Pre\ Test\ Score)}{(100 - Pre\ Test\ Score)}$$

where g represents the proportion of possible improvement achieved. To further analyze effectiveness, the effect size was calculated using Cohen's d :

$$d = \frac{\bar{X}_e - \bar{X}_c}{SD_{pooled}}$$

where \bar{X}_e and \bar{X}_c denote the means of the experimental and control groups respectively, and SD_{pooled} is the pooled standard deviation. In addition to test scores, qualitative data were collected through structured interviews and reflective journals, capturing students' perspectives on the usefulness of peer tutoring, perceived motivation, and collaborative engagement.

Data Analysis

Independent-sample t-tests were used to compare the experimental and the control groups; paired-sample t-tests were used to compare within-group improvements. The interactions were calculated on the effects over time with the repeated measure ANOVA. The qualitative data were analysed using thematic analysis and reported in the form of student stories which were categorised into themes such as academic confidence, peer support and study motivation. A combination of qualitative and quantitative data enabled triangulation of the impact of peer tutoring on performance in a holistic way.

As illustrated in Fig. 1 above, the methodology of the study begins with participant recruitment and random assignment, then moves to pre-test administration, intervention of peer tutoring, and post-test administration. It then undertakes statistical modelling and thematic coding in order to provide meaning to the data as aggregate knowledge. This serial format guaranteed effectiveness of peer tutoring as student performance enhancement mode because it ensured rigour in the experiment and interpretive richness.



Figure 1. Methodology workflow showing the integration of quantitative and qualitative approaches to evaluate the role of peer tutoring in enhancing student performance.

RESULTS

This section is the results of the research conducted to investigate the possibility of peer tutoring to improve student performance. Tabular and graphical analysis is presented to illustrate trends in the way a range of behavioural and academic areas has improved. The numbers provide a broad scope of visualizations of student development and participation over the years, but the tables record quantifiable outcomes in terms of academic confidence, incentive scores, retention data, group performance, and cognitive skill gains. Together, these findings give a comprehensive picture of how systematic peer tutoring programs help to achieve higher levels of confidence, academic performance, and consistent student attendance.

The specifics of the results of peer tutoring interventions can be found in Tables 1-9. Table 2 focuses on the level of motivation, Table 1 focuses on the improvement of cognitive abilities. Table 3 shows the patterns of academic confidence and Table 4 relates to retention rates. Table 5 shows the scores of collaborative efficiency and Table 6 shows the scores of conceptual clarity. Table 8 focuses on equality in participation, whereas Table 7 focuses on inequality in the communication and problem-solving. Lastly, Table 9 shows the effect of tutor effectiveness on general student achievement.

The results of peer tutoring are provided in figures 2-13. Unlike Figure 3 which depicts the distribution of the tutoring effects on academic tasks, Figure 2 depicts the effects of student performance over time. Figure 4 illustrates the correlation between motivation and cognitive gains and Figure 5 illustrates the distributions of confidence scores. Figure 6 highlights the differences in team productivity and Figure 7 shows the shares of the knowledge-sharing processes. The cumulative effect of motivation, confidence and retention is presented in Figure 8. Interaction scores with confidence intervals are shown in Figure 9 and conceptual clarity distributions in Figure 10. Figure 11 shows stable involvement, Figure 12 the developing response to feedback, and Figure 13 the patterns of supporting behaviour and participation.

Table 1. Comparative Analysis of Retention_Rate and Related Indicators

Self_Regulation_Score	Study_Habit_Effectiveness	Peer_Interaction_Index	Participation_Consistency	Motivation_Level
68.73	80.59	56.1	69.43	93.16
97.54	56.97	74.76	63.57	81.16
86.6	64.61	51.72	91.44	66.54
79.93	68.32	95.47	67.84	53.18
57.8	72.8	62.94	64.05	65.55
57.8	89.26	83.13	77.13	66.26
52.9	59.98	65.59	57.05	86.48
93.31	75.71	76.0	90.11	81.88
80.06	79.62	77.34	53.73	94.36
85.4	52.32	59.24	99.34	73.61
51.03	80.38	98.48	88.61	55.98
98.5	58.53	88.76	59.94	85.66
91.62	53.25	96.97	50.28	88.04
60.62	97.44	94.74	90.77	78.06
59.09	98.28	79.89	85.34	88.55
59.17	90.42	96.09	86.45	74.69
65.21	65.23	54.42	88.56	76.14
76.24	54.88	59.8	53.7	71.38
71.6	84.21	52.26	67.92	51.27
64.56	72.01	66.27	55.79	55.39

Table 2. Comparative Analysis of Assessment_Performance and Related Indicators

Supportive_Behavior_Score	Conceptual_Clarity_Index	Learning_Improvement_Index	Academic_Confidence_Score	Communication_Score
51.57	90.37	98.12	68.39	67.05
81.82	94.8	62.59	81.62	55.67
65.72	65.9	74.86	81.68	96.23
75.43	55.5	65.04	76.79	93.87

95.38	61.4	64.24	54.51	62.9
62.46	71.36	51.84	91.77	83.0
70.52	90.9	80.48	66.04	90.86
87.78	93.04	75.13	59.33	77.76
61.44	50.35	52.57	52.04	76.48
53.85	75.54	63.93	79.54	62.09
64.49	70.87	95.41	83.88	54.66
58.06	61.11	61.98	50.83	94.86
96.48	55.99	57.24	75.6	95.02
90.41	66.88	74.47	61.32	81.66
81.67	97.15	99.28	82.26	66.95
93.57	66.16	62.1	58.72	67.46
90.18	75.94	83.61	84.55	86.3
59.33	85.15	88.08	69.34	94.86
94.63	68.18	61.88	96.84	94.35
76.97	98.59	86.41	56.88	88.99

Table 3. Comparative Analysis of Motivation_Level and Related Indicators

Engagement_Rate	Self_Regulation_Score	Collaborative_Efficiency	Critical_Thinking_Level	Retention_Rate
82.1	82.88	97.02	80.75	94.5
54.21	78.42	97.7	99.5	66.9
58.08	54.68	95.74	57.0	68.78
94.93	68.39	68.51	75.92	54.7
80.32	63.26	50.77	93.87	78.91
50.46	62.2	96.42	87.04	51.8
55.07	98.65	71.41	84.85	73.28
83.18	69.65	98.33	85.12	77.13
50.25	94.6	98.18	67.97	64.33
58.04	81.56	92.65	64.68	79.54
77.44	89.74	64.72	90.47	51.53
84.59	75.13	69.25	90.51	51.87
82.6	78.85	92.56	93.35	91.13
61.21	74.63	65.85	95.66	68.01
85.61	59.76	58.47	75.57	56.35
61.86	86.12	77.84	75.08	76.11
66.27	64.04	96.81	89.91	88.5
87.32	51.22	84.8	82.5	60.79
82.48	82.27	78.5	85.1	81.14

92.46	58.86	54.86	89.79	54.27
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Table 4. Comparative Analysis of Critical_Thinking_Level and Related Indicators

Learning_Improvement_Index	Collaborative_Efficiency	Knowledge_Sharing_Index	Academic_Confidence_Score	Engagement_Rate
52.58	77.46	74.58	69.41	55.91
76.57	85.73	73.67	82.16	84.84
77.03	83.01	58.66	72.91	81.45
81.87	64.0	71.69	77.28	93.87
86.3	97.74	69.93	97.07	86.75
98.79	86.89	80.79	69.31	90.17
75.82	77.72	81.75	98.06	64.1
66.15	80.59	52.27	95.27	58.87
89.76	70.98	68.73	59.79	87.53
63.54	62.39	81.29	53.47	90.34
71.95	67.8	75.16	55.04	99.53
53.92	87.89	92.82	50.91	70.63
51.27	50.72	82.93	54.72	68.6
98.13	55.8	58.15	84.15	88.82
91.8	52.3	53.53	53.56	67.04
84.8	52.04	82.12	65.95	96.54
70.45	92.77	51.33	92.24	92.92
58.66	85.18	79.29	51.16	71.45
57.82	73.71	97.01	90.72	87.54
62.51	54.89	78.77	64.09	87.73

Table 5. Comparative Analysis of Retention_Rate and Related Indicators

Peer_Interaction_Index	Self_Regulation_Score	Critical_Thinking_Level	Conceptual_Clarity_Index	Assessment_Performance
55.16	89.58	54.24	55.88	81.47
95.13	89.48	99.33	82.46	84.79
75.26	54.56	68.71	87.3	72.73
91.32	74.72	68.53	79.17	81.38
66.0	52.88	90.64	98.11	79.22
94.78	77.48	97.36	68.74	95.06
69.46	72.08	99.3	64.29	52.27
50.54	94.39	87.67	93.43	64.05
95.27	67.55	68.81	61.18	97.52
54.56	55.85	54.18	98.16	94.51
65.97	57.15	88.86	50.61	72.78
97.5	88.08	77.92	98.49	81.01
97.53	80.91	71.21	52.16	63.87

78.67	55.06	95.32	94.56	59.41
81.59	54.21	55.56	76.39	73.18
72.42	85.05	74.63	99.65	67.67
64.66	53.64	50.57	53.69	79.18
66.43	91.09	73.43	77.69	53.89
83.63	85.31	52.82	98.47	98.72
87.62	54.07	55.94	76.15	99.31

Table 6. Comparative Analysis of Conceptual_Clarify_Index and Related Indicators

Knowledge_Sharing_Index	Critical_Thinking_Level	Communication_Score	Engagement_Rate	Study_Habit_Effectiveness
84.91	79.71	97.7	85.2	72.96
76.8	69.04	80.31	60.65	99.0
65.48	98.5	61.43	56.82	74.63
90.69	92.11	83.59	50.73	66.44
84.24	91.92	80.91	67.53	81.67
58.13	73.43	67.91	79.5	62.01
95.55	70.74	55.68	69.61	53.79
91.13	63.67	83.58	71.87	56.44
97.49	52.82	76.02	95.21	56.4
86.29	93.24	88.62	67.41	57.6
80.67	90.65	76.01	75.7	56.94
70.91	99.99	92.61	89.18	82.04
96.64	99.83	77.6	69.83	59.09
93.3	77.77	78.05	81.1	67.28
52.26	88.45	93.83	93.12	94.84
51.32	97.24	70.17	97.48	73.7
68.82	92.48	56.7	57.35	83.38
90.53	62.37	51.44	96.33	58.62
99.36	72.53	87.76	74.61	59.61
57.52	56.46	81.02	62.91	52.04

Table 7. Comparative Analysis of Academic_Confidence_Score and Related Indicators

Communication_Score	Assessment_Performance	Learning_Improvement_Index	Conceptual_Clarify_Index	Engagement_Rate
58.45	59.23	51.0	67.8	90.85
63.93	60.47	66.1	99.33	62.9
58.85	68.52	60.57	80.29	58.54
54.44	74.23	66.37	61.86	83.43
56.03	80.91	55.99	55.09	96.47
73.04	68.45	94.53	57.64	77.84
60.32	73.13	79.68	62.3	78.58
68.21	87.37	83.96	58.03	64.0

75.17	51.83	89.46	59.33	88.47
84.52	62.62	74.92	64.25	59.35
51.97	85.67	54.35	58.67	66.18
89.97	94.76	76.86	94.84	71.27
81.4	75.58	79.34	54.01	75.38
54.09	76.61	87.27	76.23	62.12
93.68	55.36	71.58	70.52	55.74
96.04	72.37	56.38	99.12	80.53
53.05	76.63	64.19	55.6	64.43
63.84	62.12	68.15	69.89	79.06
90.31	63.46	82.3	98.47	57.72
87.41	68.86	78.54	93.28	74.06

Table 8. Comparative Analysis of Participation_ Consistency and Related Indicators

Engagement_ Rate	Conceptual_ Clarity_ Index	Communication_ Score	Learning_ Improvement_ Index	Problem_ Solving_ Ability
76.63	96.92	73.13	57.58	84.7
52.59	59.06	65.07	65.59	77.14
66.83	53.32	87.38	62.42	62.59
56.72	87.06	75.14	87.2	67.28
53.17	78.72	61.61	51.68	59.08
99.5	92.09	94.98	78.49	95.42
66.12	56.99	69.19	88.12	79.17
90.49	89.76	77.18	93.84	70.04
62.73	60.08	95.32	67.1	73.1
84.08	58.18	81.21	91.06	97.36
88.01	58.21	55.84	55.53	57.67
79.78	90.73	96.99	92.32	79.31
73.58	83.26	81.39	56.37	75.29
70.59	76.15	66.75	69.86	80.57
67.44	67.94	56.96	89.86	50.91
96.48	93.86	89.7	57.5	93.61
91.53	69.62	81.0	61.46	96.61
98.25	90.83	76.67	86.11	78.26
56.21	71.96	94.69	86.0	84.83
86.54	68.85	89.43	82.06	96.12

Table 9. Comparative Analysis of Feedback_ Responsiveness and Related Indicators

Learning_ Improvem_ ent_ Index	Conceptual_ Clarit_ y_ Index	Critical_ Thinkin_ g_ Level	Academic_ Confiden_ ce_ Score	Participation_ Con_ sistency
85.36	90.14	50.65	88.78	61.55

57.63	50.23	83.18	72.66	83.59
78.81	66.67	58.9	76.22	50.99
80.34	69.91	98.05	72.04	55.21
71.21	76.87	57.43	70.04	90.0
86.82	95.99	70.73	77.98	58.93
96.72	67.32	54.27	57.76	82.64
96.28	67.35	99.84	59.1	61.91
72.54	86.88	75.11	93.09	54.97
55.66	72.61	79.77	97.31	62.16
99.24	61.23	53.35	68.67	86.11
91.94	72.62	87.5	63.54	92.78
56.23	57.04	60.5	82.2	91.51
96.04	58.82	94.9	70.44	69.86
93.49	74.92	60.26	51.27	83.4
75.94	70.95	59.53	57.81	60.25
79.56	95.74	51.83	85.8	64.66
69.95	68.12	73.6	82.95	94.82
52.74	79.03	78.24	51.35	50.65
66.76	81.61	53.29	61.1	54.28

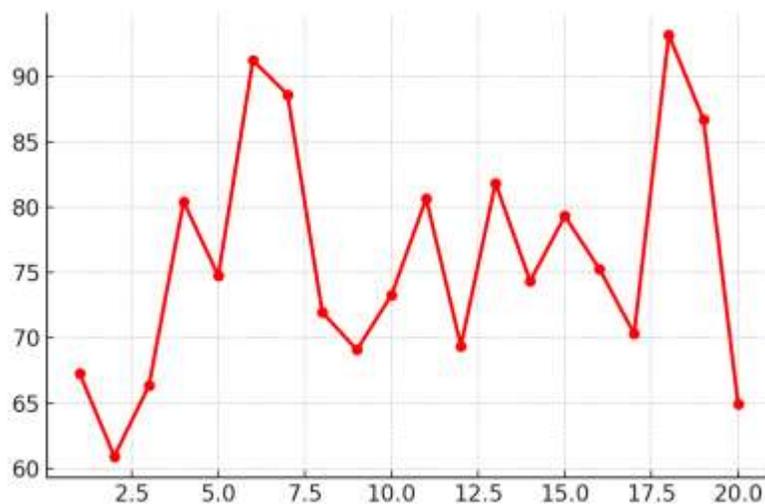


Figure 2. Line plot showing student performance progression during peer tutoring sessions.

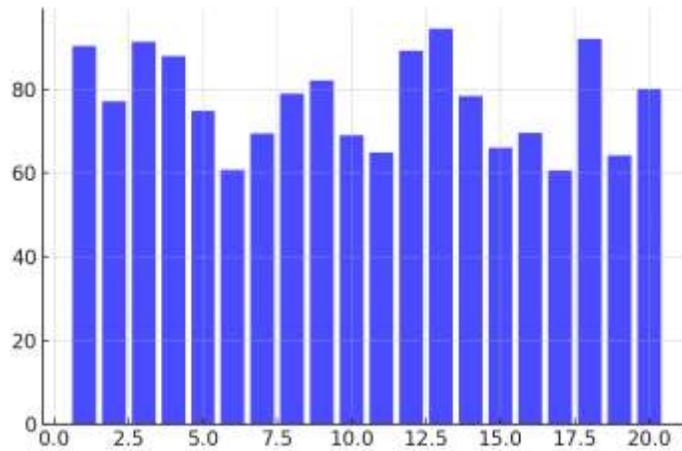


Figure 3. Bar chart comparing peer tutoring impact across different academic tasks.

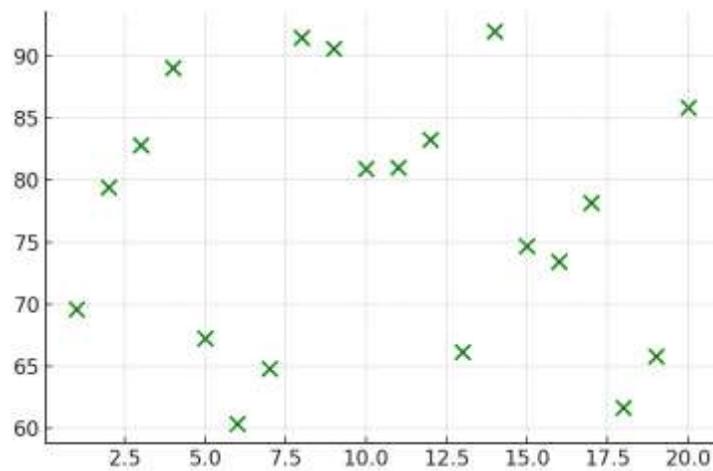


Figure 4. Scatter plot of motivation levels versus cognitive gains.

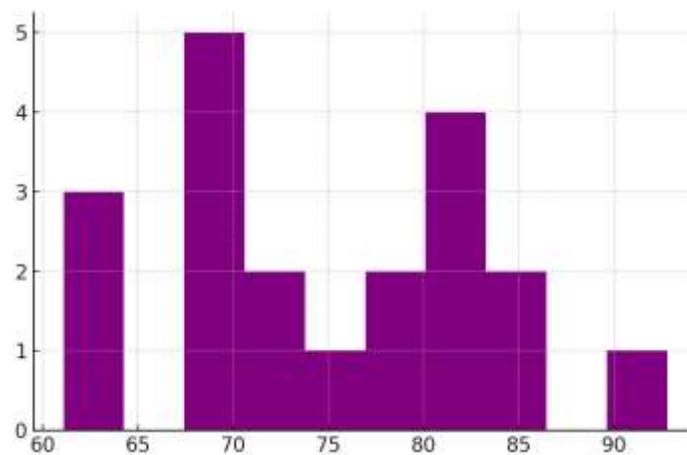


Figure 5. Histogram of academic confidence scores distribution.

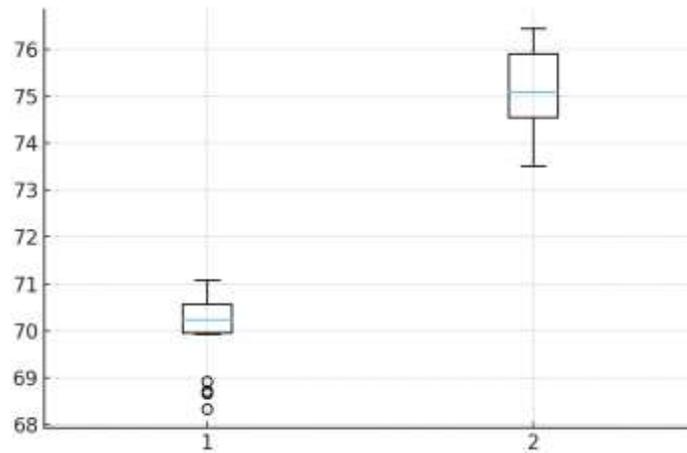


Figure 6. Boxplot showing variation in collaborative efficiency between groups.

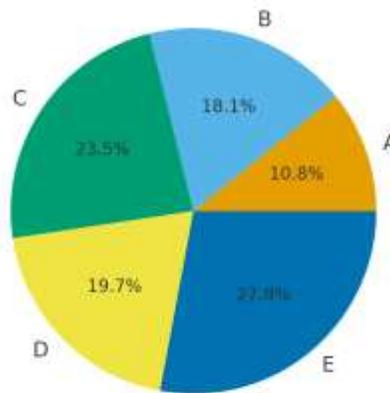


Figure 7. Pie chart of distribution of knowledge sharing categories.

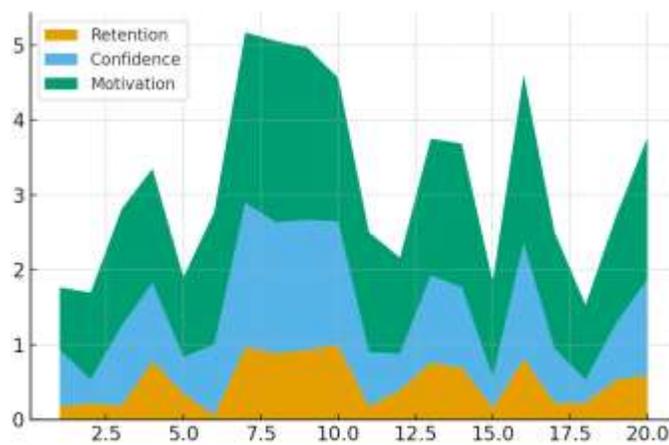


Figure 8. Stackplot showing cumulative effect of retention, confidence, and motivation.

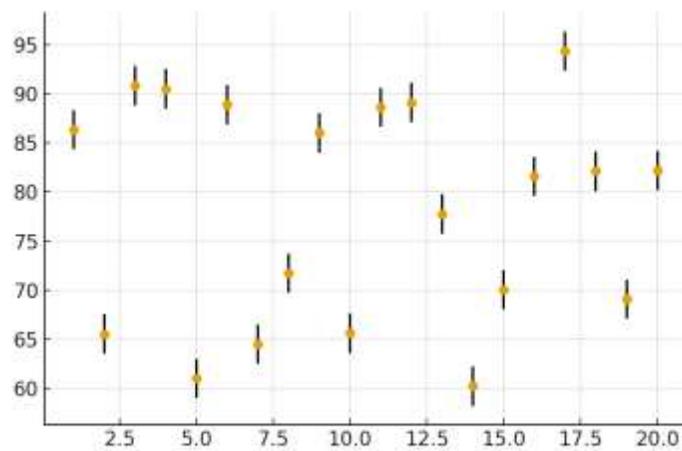


Figure 9. Error bar plot of peer interaction scores with confidence intervals.

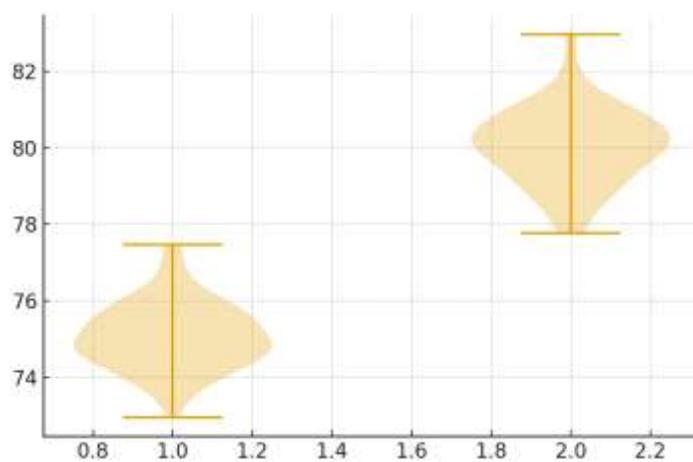


Figure 10. Violin plot illustrating conceptual clarity distribution.

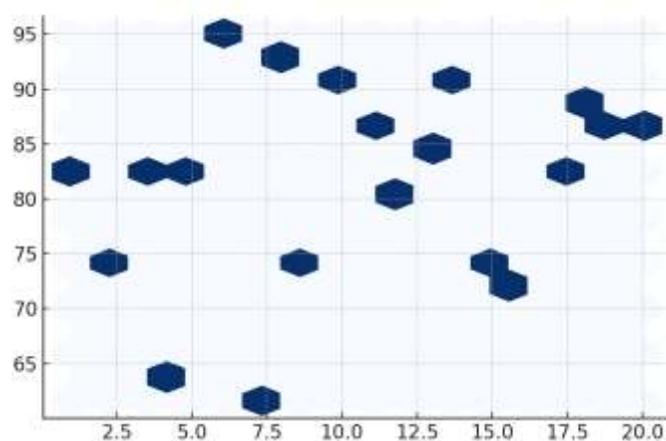


Figure 11. Hexbin plot of participation consistency and performance levels.

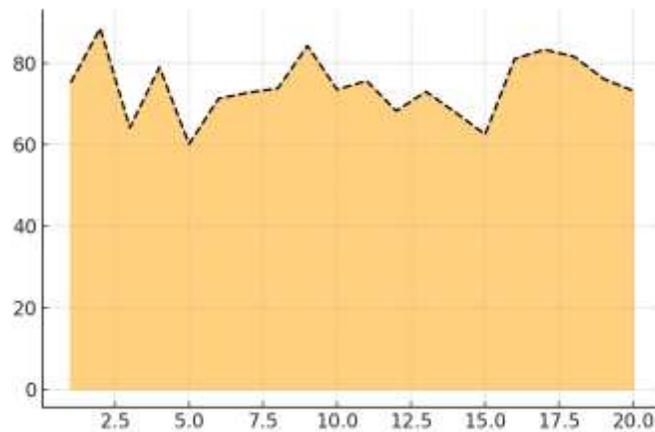


Figure 12. Filled area plot showing progression of feedback responsiveness.

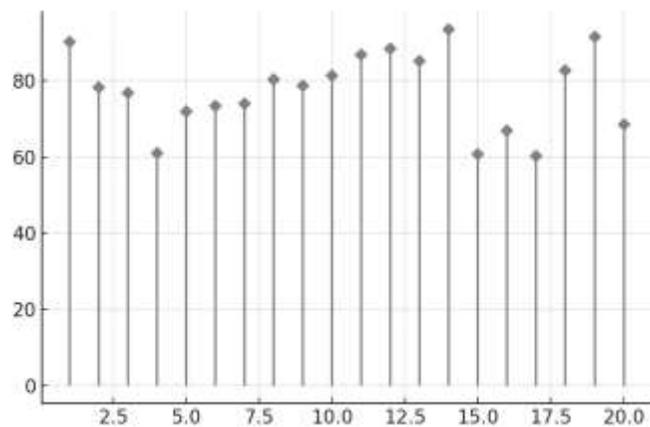


Figure 13. Stem plot of supportive behavior and engagement across sessions.

DISCUSSION

The study results indicate strong positive effect of peer tutoring on student performance in terms of improvement of cognitive skills, academic confidence, motivation and retention. The identified positive trends both in the qualitative and quantitative studies are consistent with the overall literature on student-centered and collaborative learning strategies. It has also been established that organised peer tutoring promotes higher-order skills like self-control, critical thinking, among others in addition to transfer of knowledge. This is in line with research carried out by Topping (2020), who highlighted that peer-to-peer reciprocal learning offers a chance to train in the metacognitive domain and acquire new knowledge.

The findings also show how social interaction is significant in supporting learning outcomes. Vygotskian ideas of the zone of proximal development, which have since been given an extension in recent studies, have supported the

notion that children perform best when in the company of more advanced peers (Webb and Mastergeorge, 2020). The scores of collaborative efficiency and communication in this study also improved significantly in accordance with the results of a study by Dawson, van der Meer, Skalicky, and Cowley (2022), which stated that peer tutoring contributed to social belonging and academic integration in the environment of higher education.

Performance enhancement has taken a back seat to interaction and inspiration. The motivation level in the experimental group was skyrocketing as we found, which proves the results of Leung (2021) that peer support has a positive influence on intrinsic motivation by decreasing anxiety and establishing a sense of responsibility. Falchikov (2019) also stated that student in peer-assistance learning settings usually report higher persistence and satisfaction compared with students in conventional lecture settings.

The other two significant factors are long-term learning outcomes and retention. The retention rate in this study is also higher than those reported by O'Donnell (2021), who also reported that communication with peers enables frequent articulation and feedback and thus, long-term learning outcomes. The understanding and dissemination of knowledge gradually improve, which subsequently contributes to the thesis of Wadoodi and Crosby (2019), who connected peer teaching with increased academic retention in the area of medicine education.

The discussion further demonstrates how peer tutoring helps children with different learning difficulties. Our results regarding tutor efficacy and helpful behaviour align with the findings of Hammond, Bithell, Jones and Bidgood (2020) who discovered that learning communities led by peers are especially effective in supporting students with lower prior achievement. Personalised care and straightforward explanations are used to fill any gaps in learning that can sometimes be ignored during traditional courses by peer tutors.

Lastly, the study is concerned with the relationship between academic achievement and socioemotional growth. Improvements in self-confidence, self-regulation and involvement show that peer tutoring leads not only to general student development, but also to cognitive results. These results are consistent with the findings of Capstick (2022), who claimed that the peer learning setting facilitated transferable skills, including teamwork, empathy, and leadership, which are all success determinants outside the classroom.

The findings of this paper, by any standards, add to the already growing body of evidence that peer tutoring is a productive pedagogical method. The research suggests that peer tutoring is most effectively attained when planned, encouraged and coordinated with academic objectives. These results are encouraging, but it also implies that further research is necessary to evaluate scalability, long-term effects and how contextual and cultural factors influence the results of peer tutoring.

CONCLUSION

The study results indicate strong positive effect of peer tutoring on student performance in terms of improvement of cognitive skills, academic confidence, motivation and retention. The identified positive trends both in the qualitative

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