

BENEFITS OF PEER TUTORING ON ACADEMIC PERFORMANCE OF GRADE 12 HUMANITIES AND SOCIAL SCIENCES STUDENTS AT BESTLINK COLLEGE OF THE PHILIPPINES

ABSTRACT

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Peer tutoring programs are collaborative learning strategies that allow students to support one another academically by sharing knowledge, clarifying concepts, and reinforcing understanding. These programs not only enhance student learning but also cultivate essential interpersonal and cognitive skills. However, peer tutoring is not without challenges. Variations in knowledge levels, learning styles, and communication skills among students can hinder the consistency and quality of learning. A particularly common issue is the lack of self-confidence and the presence of self-doubt in both tutors and tutees, which can negatively impact engagement and effectiveness. Despite these challenges, peer tutoring has been shown to yield significant educational benefits. It can foster improved academic performance, enhance critical thinking, and strengthen socialization and communication skills. Grounded in Vygotsky's Sociocultural Theory (1978), peer tutoring reflects the principle that cognitive development is deeply influenced by social interaction. Learning occurs more effectively when facilitated by more knowledgeable peers, as such interactions promote awareness, internalization of knowledge, and behavioral development. This study aimed to investigate the impact of peer tutoring on the academic performance of Grade 12 students in the Humanities and Social Sciences (HUMSS) strand. Specifically, it seeks to assess how peer tutoring affects students' academic achievement, responsibility, learning quality, communication skills, self-confidence, and cognitive development. The insights gained will serve as the basis for formulating a comprehensive action plan to enhance the design and implementation of peer tutoring programs within the academic setting. This study aimed to evaluate the perceptions of 200 Grade 12 Humanities and Social Sciences (HUMSS) students using an exploratory descriptive-quantitative research design. To ensure representativeness and minimize selection bias, the researchers employed cluster sampling as the sampling technique. Data collection was conducted through a structured survey questionnaire, which served as the primary research instrument. The gathered data were analyzed using descriptive statistical tools, including frequency, percentage, ranking, and mean, to interpret and summarize the respondents' answers effectively. To measure the participants' levels of agreement and perceptions, a five-point Likert scale was used, with response options ranging from "Strongly Agree" to "Strongly Disagree." This study explores the impact of peer tutoring on multiple dimensions of student development, including academic performance, sense of responsibility, learning quality, academic achievement, communication skills, self-confidence, and cognitive growth. Results revealed that 20% of the respondents attributed improvements in their academic performance to increased self-esteem and confidence gained through peer tutoring. These enhancements were linked to better grades, stronger critical thinking and problem-solving skills, improved reading comprehension, and more effective time management. The findings further emphasize the significance of a collaborative approach involving students, parents, and teachers in supporting and sustaining the success of peer tutoring initiatives. The findings of the study indicate that peer tutoring plays a vital role in enhancing students' sense of responsibility, time management skills, and intrinsic motivation. Moreover, it significantly improves the overall quality of learning, which positively impacts academic performance. To maximize the benefits of peer tutoring, it is recommended that the program be continuously evaluated and refined. Ongoing assessment and enhancement of the peer tutoring experience will ensure its effectiveness, relevance, and sustainability in meeting students' academic and developmental needs.

RECOMMENDED CITATION

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