Peer Tutoring: An Effective Route to Accomplish Positive Peer Socialization and Academic Progress

Summera Malik*, Nabi Bux Jumani†, Samina Malik‡, Faisal Azeem§

Abstract

The present scientific investigation moved a step further in popularizing peer tutoring (PT) for its practical worth to address educational concerns and their management in Pakistan. The present study design was quasi-experimental with two groups of the 9th -grade students. PT treatment was given to the experimental group. The categorization of students as tutors and tutees was agreed upon through homogeneous purposes sampling. Both groups' perception was compared through a t-test, whereas Pearson's correlation coefficient (r) was applied to the questionnaires' worked-out data to find out the relationship between the perception of control and experimental groups as well as between those of tutors and tutees of treatment group. The experimental group's perception of the PT role was found much more positive and better than that of the control group. The tutors and tutees as learners taught with PT found themselves better socialized and exhibited better academic performance (AP). Practicing steps are essential for introducing PT officially throughout Pakistan to earn its necessary benefits.

Keywords: Peer Tutoring, Tutor, Tutee, Perception, Socialization, Academic Progress.

Introduction

Cognitivism, Behaviorism, and Constructivism as three of the popular learning models which involve learners' extensive and diverse learning throughout their life. In this learning; cognitivism focuses on the associations raised in the practices of continuity and repetition (Good & Brophy, 1990), whereas Behaviorism places more stress on the participation of environmental aspects in operating one's behavior (McLeod, 2017), and Constructivism highlights encouraging aspect of an environment if to cause learning actively happening (Woolfolk, 1995). A step forward with Vygotsky's social constructivism, peer-based learning is quite comprehensive in its styles and practices regarding various parts of the curriculum. Training learners' metacognitive skills at school can support expanding learners' output (Perry, Lundie, & Golder, 2019). PT promotes meta-cognitive traits in learners and dilutes learners' inability to learn. It also makes learners able to take part in their learning efficiently as well as take responsibility for their learning themselves.

Social and emotive achievements are of great concern in PT like cognitive in the present scenario of education. Additionally, information technology has also become a major component in peer learning, operating it in a variety of ways (Topping, 2005). Instructional designs incorporating peer-assisted teaching and facilitation are useful in enriching student academic outcomes as well as their ability to become better socialized. Greenwood (1991) recommends such methods of PT which comprise the natural ways of incorporating peer impact and support in students' academic and social conduct. It further develops strong background for their academic wisdom.

* Dr. Summera Malik, Department of Social Sciences, International Islamic University Islamabad, Pakistan. summerawaqar@gmail.com

† Professor Dr. Nabi Bux Jumani, Department of Social Sciences, International Islamic University, Islamabad, Pakistan.

‡ Professor Dr. Samina Malik, Department of Social Sciences, International Islamic University, Islamabad, Pakistan.

§ Dr. Faisal Azeem, Department of Management Sciences, COMSATS University, Chak Shehzad, Islamabad, Pakistan. Postdoc Research fellow at the University of TELUQ, Quebec.

In the global scenario, PT programs are incorporated into the education sector with a systematic approach but investigations reveal that its procedures may lose their effectiveness due to dissimilarities in peers' cultures and the language they speak (Abouda, Badri, et al. 2016). Extensive investigations on PT have opened diverse vistas to identify its worth and apply the most relevant mode at a certain level of education to achieve better instructional outcomes in terms of teaching and learning.

Statement of the Problem

PT is taken as the lifeblood of the western educational system for its potential in addressing educational issues and learners' progress. Pakistani education system though applies a similar approach but it is not systemized and opted for randomly by some teachers or students themselves for their exam study at the university level. No PT system can be seen officially announced and incorporated at the government level or in the private sector of Pakistan in their education setup. The study was conducted to provide a sound base in the Pakistani context for understanding the worth of this approach to the related stakeholders in the education sector of Pakistan. The study opted survey method to have an access to the students of one of the educational institutions in Islamabad.

Significance of the Problem

The study will be significant in:

1.   Identifying PT's attributes other than AP so that multiple factors can be worked upon for the sake of academic outcomes.

2.   Exploring metaphysical dimensions of peer interactions during PT sessions which will be helping in its special application in the field of Sociology and Behavioral Sciences like Psychology.

3.   Enforcing the idea of PT in the Pakistani Education system for its best outcome which West is drawing widely through its ongoing research on it.

Hypotheses

$H_{0\ 1}$: There is no significant effect of PT on the perception of students taught through peer tutoring than those not taught through PT.

$H_{0\ 2}$: There are no significant relationship among the tutors' (within the treatment group) perceptions about the role of PT on their socialization and AP.

$H_{0\ 3}$: There is no significant relationship amongst the tutees' (within the treatment group) perceptions of the role of PT on their socialization and AP.

$H_{0\ 4}$: There is no significant difference between the perception of tutors and tutees (treatment group) about the role of PT on their socialization and AP.

Objectives

Objective 1: To estimate the effect of PT on students' perceptions.

Objective 2: To draw out the relationship amongst the tutors' perceptions (treatment group) about the role of PT in their socialization and AP.

Objective 3: To draw out the relationship amongst the tutees' perceptions (treatment group) about the role of PT on their socialization and AP.

Objective 4: To identify the difference between the perception of tutors and tutees (treatment group) about the role of PT on their socialization and AP.

Literature review

A scheme of learner welfare

Peer-supported learning is considered the earliest exercise of helpful public achievement and is possibly applied indirectly but continuously as an ancillary (Topping 2005) in global instructional designs. Learning counseling skills become a baseline capability of a peer tutor in PT that makes him a professional student working for the benefit of his peer. The interactive and discoursing nature of the program is effective

in including tutors and tutees in a provisional community of learners (Fougner, 2012) for their own and peers' welfare. It is usually sure that at the university level educational progress is due to learners' capability to control their self-learning, but they mostly do not contain the talent of controlling their metacognition for their adequate learning (De Backer, Van Keer, & Valcke, 2015). They can develop good control on this through effective training during PT to show noticeable outcomes. Studies have revealed that learners of varied age groups with some level of emotive and interactive ailments can play their role meaningfully when participating as tutors and tutees in reading and writing sessions, manipulating Mathematics, and also in Social Studies lessons (Spencer, 2006; Maheady, Harper, & Sacca, 1988; Maheady, Sacca, & Harper, 1988). They can also perform in the same roles and help significantly in the progress of secondary-level students with restricted learning in their academics and social role (Maheady, Harper, & Sacca, 1988). Class-wide PT (CWPT) model has also been considered important to include in the teacher training programs of regular as well as special education (Greenwood 1997) for its best results in both environments. The welfare of PT has attracted the education policymakers also to take practical steps for the inclusion of this approach in the overall education system for its progressed outcome, significantly integrating the peer tutoring approaches in the teacher training curricula and developments to achieve teaching and learning goals effectively.

A Means of Positive Socialization

Socialization is an important dimension of the educational setting. Previous researches relate that peer groups are influential in improving learners' socializing capabilities (Harris, 1995; Hartup, 1983) and help them adjust to their learning environment more productively. It seems necessary for a PT program to assure tutor-tutee association is unbroken, remodeled, and shared. It also encourages pupils to exhibit learning readiness and improve their mental capacities (Chen & Liu, 2011). Limited improvement in academics is noticed in some cases, but various educational cases report significant progress in pupils' socialization and emotional domains (Capp, Benbenishty, Astor, & Pineda, 2018) by helping bring stability to their emotions. Cross-Age Tutoring (CAT) of PT models also shows wider proofs of educational and communal well-being for tutees and tutors both when senior students are attached as tutors with younger peers with distinct requirements (Iyer, 2011). PT programs offer an active learning environment for the pupils generating more prospects for them to learn better. Peers playing the role of tutors increase their level of interest as compared to when teachers arrange remedials and enhance their academic abilities. Numerous benefits can be linked with PT in relevance to students' attitude improvement and accomplishment (Rizvi, 2012). Hayat and Wahyu (2018) in their study relate that students' mental capabilities improve more when they are taught with the help of a PT instructional approach. Peers' impact is amazing in reducing psychological pressures and raising learners' confidence and faith in their environment. It establishes sound human associations and fills personality fissures, enabling students to get well-adjusted in diverse and demanding circumstances (Malik, 2019). In these sessions, the weaknesses in the learners' academics are identified and effectively worked upon for achieving individuals' academic wellbeing through an 'easy to go with' type of learners' choice engaging peers.

The associated tasks generally trail a fixed collaborating practice or definitely or may include both kinds of preparation for the contributors. Besides this, peer tutoring sessions can be improved by; guided peer collaboration, accessibility of the planned resources, and helping contributors to an extent by giving them choices (Topping, 1996). The improvement of intellectual aptitude is visible if peer tutoring methods are applied to the learner participants (Hayat & Wahyu, 2018) through guided interactions and interventions. Learner participation reaches the investigational level while being more motivated, cared for, and having a mutual sense of respect (Bernal, 2018), and helps them think constructively. These positive trends in learners' feelings scaffold their attitude on positive thoughts and peer work participation. Convenient peer mutual interaction springs new ideas and means to implement them for better academic output through positive

means of socialization.

A Constructive Learning Process

PT being collaborative arranges for a platform where learners recover their conceptual deficiencies by improving their reflective skills (Cakiroglu & Ongoz, 2017). Some collaborative peer-related activities include; material analysis and understanding or simply the conceptual application of the studied topics. These activities improve learners' expertise in their course content and related skills. Variety of collaboration during PT sessions enhances the learning of diverse nature (Effat & Robyn, 2018), and makes learners capable of adjusting to the situation and learning arrangements. PT can be a formal or informal program developing a good sense of unity and togetherness amongst the learners of the same community. Furthermore, a comprehensive learning procedure requires a flowing transformation of the stereotype of the instructional process to a PT-based type of collaborative teaching (Qureshi & Stormyhr, 2012), improving learners' thoughtfulness. Internships are also meant for enhancing the practical skills of students, but those receiving tutoring during their internship reach to a better level of practical experience as compared to others (Gripay et al., 2022). All of these dimensions of mental inclusion develop a certain deep level of involvement and sense of commitment for the learner to show work engagement and learn better. The PT perception rests on excellence in thoughtfulness which is usually contained in in-depth dispensation methods as well as in the case of learning that is self-controlled (Craik & Lockhart, 1972). The construction of thoughts is clear and acceptable when learners are in a state of willingness to participate mutually. It stimulates the construction of meaningful ideas and opinions easily acceptable to the peer partner also.

Usually, tutee receives the major benefit of tutoring as he is given additional support through individual teaching. However, it is equally beneficial for the tutor that he learns better by teaching his peer. Alongside the benefits, if proper planning and monitoring is not carried PT loses its efficacy significantly resulting in the development of undesirable habits (Bayne, 2022). In relevance with a previous investigation, six concerns allied with the mental dispensation of peer tutors as compared to a real tutoring performance are; the use of a particular strategy, the aim behind peer involvement, the practice of online consultations, estimation of teachers' assistance or guidance, approval of tutor-tutee interface, and progress over time (De Smet et al., 2010). However, various concerns can be seen while running these programs as tutors are themselves students and not experts. "ASK to THINK—TEL WHY" is a known reciprocal PT inquiry-based model in which tutoring pairs or group participants facilitate each other while learning in a transitive mode. Study results of this model endorse pupils' production of new knowledge (King, 1998) better than in many other models. Building a better environment for the participants with guided supervision and set instructions for both (tutor and tutee) help in achieving the goals of the program meaningfully, whereas, weak arrangements may lead to disappointments at every stage.

A Vital Approach to Peer Academic Progress

An individual's features to be an inspiring peer tutor include; sociability, passion, information, and self-assurance. Interactive nature of a peer tutor makes the PT successful, helping peers connect better. Furthermore, appropriate planning and association support its success further (Foulkes, & Naylor, 2022). Peers serve influentially as a stimulant of learning teamwork talents and are better socialized in groups which alien them to work in relevance with its rules and agreed procedures of work. (Harris, 1995) (Hartup, 1983), etc. PT's dual benefit is also not overlooked and the welfare that peer tutor as helper receives is also well highlighted along with those of the peer student who is helped (Topping, 2005). Cross-age PT and fluency-based teaching also bring about tutees' encouraging results in mathematics, especially in its fluency (Greene, Mc Tiernan, & Holloway, 2018). Vocabulary improvement is also another benefit of using PT approaches (Kavanagh, 2018), but applying such a platform is not very useful when tutors have incomplete knowledge

of peer evaluation and have common hesitation in its practice (Zhao, 2018). It is generally because of preparation and practice shortages or instructors' instructional imperfections (Greene, Mc Tiernan, & Holloway, 2018). PT provides learners a way to develop a good sense of self-realization helping them recognize themselves and to minimize varied gaps in routine peer communication and increase a better sense of positive relations in the class.

A previous study analyzed about 51 PT related studies carried between 1980 to 2021 along with the books on the same topic disclosed that even music education can also show better results if given through PT (Fernández-Barros, Duran, & Viladot, 2022). Creative problem solving (CPS) serves to supplement learners' very significant abilities like; peer equality and intra-individual inconsistency (Cukurova, Luckin, et al. 2017). It occurs along with the systematic knowledge-building process which is reinforced by pupils' classroom peer corporal and knowledgeable interface (Bailey, Baek, et al. 2018). Fang, Ren, Hu, & Graesser, (2018) reaffirm VanLehn (2011) in supporting PT which if have a careful implementation in adult tutoring, can give very ideal academic results. These basic associations help students in learning abilities to compromise and also inform others in their family and relatives. Well-implemented peer support plans insist upon the need of transforming teachers' roles from "chiefs" to pupil helpers, and it is highly needed to be adopted widely throughout the school (Benard, 1990). A teacher as the instructor and mentor monitors the interactive situations and brings needful modifications in the peer arrangements as well as the level of interaction to limit breaches in academic progress. Careful implementation ends in productive learning and a practical approach to dealing with academics through positive socialization.

Addressing Learners' Psycho-Socio-Emotional Domain

Previous research on student learning mainly focuses on their behavior and intellectual development such as; their behavior while working and the application of the learning approaches (Lee, 2008). Lao & Kuhn (2002) relate individuals' cognitive commitment to a thoughtful exercise established by achieving a level of intellectual relationship with the practices of reasoning tactics that a student puts on during his learning process (Ravindran, Greene, & DeBacker, 2005) and teaches metacognition. Factors causing restrictions in work progress are; peers' age, their character, and group type (Harris, 1995; Hartup, 1983). Whereas, Harris (2011) and Rowe (1994) observed that in many cases peer groups inspired learners much more strongly than parents. The wisdom that a learner receives as a result of developing a sharp sense of ownership also displays his compassionate relationship with his school (Johnson, Crosnoe & Elder Jr, 2001). Advanced level of intellectual involvement demands a high-quality thoughtful process (Craik & Lockhart, 1972) and self-controlled learning embraces the preparation of meta-intellectual responsibilities (Zimmerman, 1990). A well-engrossed PT program can handle all these meta- intellectual affairs, meaningfully creating a good sense of self-realization amongst the engaged learners.

Psychological theories provide bases for the human preservation programs like; learning communities, freshman interest groups, coaching, and orientation. Four foundational psychological theories include attitude-behavior theory, coping behavioral theory, self-efficacy theory, and attribution theory leading to the integration of academic and social factors (Bean & Eaton, 2001). Metacognitive factors are basic in the development of one's cognitive patterns. Aleven and Koedinger (2002) identified self-explanation as a useful metacognitive scheme for better work. Another study revealed that all scopes of Technological Pedagogical Content Knowledge (TPACK) developed in primary school learners when taught by applying PT. It also reflected how PT stimulated the learners to collaborate while teaching, expressing thoughts, and sharing views, during their mathematical accomplishment and technical discussion (Oikarinen et al., 2022). According to these studies students if involved in elucidation, achieved well-cohesive visual and vocally expressed knowledge instead of superficial practical understanding. The welfare of self-explanation can be acquired through even simple computer-based methods well useable in the class (Aleven

& Koedinger, 2002) as a part of the PT program. The addition to the idea of 'meaning in life' increases the significance of investigation of learners' interest in school activities enriching school happenings (Reber, 2019) and addressing human psychology.

Robots as a replacement for actual human peers can also increase pupils' involvement and enjoyed collaboration. It enhances their relationship awareness and adds up to the learner's accomplishment at story retelling. Learners show more healthy feelings as compared to those unhealthy (Kory-Westlund & Breazeal, 2019) for their peer assistance role. Five core components of Social-Emotional Learning (SEL) include self-awareness, self-management, responsible decision-making, relationship skills, and social awareness. All of these are crucial in individuals' achievement inside and outside of their school (McGraw-Hill, 2017) through school-wide incorporation of PT in its well-planned and well-organized settings.

Recent studies suggest SEL integration globally in the curricula (Walker, 2019) to encourage social mindfulness and social improvement, to raise the living standard of society for people to achieve self-actualization. Actual SEL programs encourage academic commitment, boost communal and emotive aptitudes, reducing threatening conducts, and enable compassionate associations within high schools (Chen, 2019, June). Students having neurological ailments exhibit a variety of complaints in their behavior specially called 'executive function'. It contains simple intellectual procedures like; regulation of attention, intellectual embarrassment, inhibitory regulation, functioning retention, and intellectual elasticity (Malenka Nestler Hyman, 2009; Diamond, 2013). The outcomes of integrative teaching appear to be dynamic in case of executive function providing opportunity to assure Academic, Social and Emotional Learning (CASEL). It helps in refining mathematical skills of students diagnosed with MLD (Mathematical Learning Disability) (Khosrotash, Abolmaali, & Hashemian, 2019). The intellectual responsibilities like; inquiring, clarifying, rationing, problem-solving, checking, and regulating learning (King, 1998) are involved in executive functions as well as SEL (Social-Emotional Learning), therefore making them meaningful programs to address learning needs. PT with all its diversity and specification covers at its maximum the cognitive tasks covering all these dimensions of children learning.

Methodology

Figure 1. Conceptual framework of diversified learning
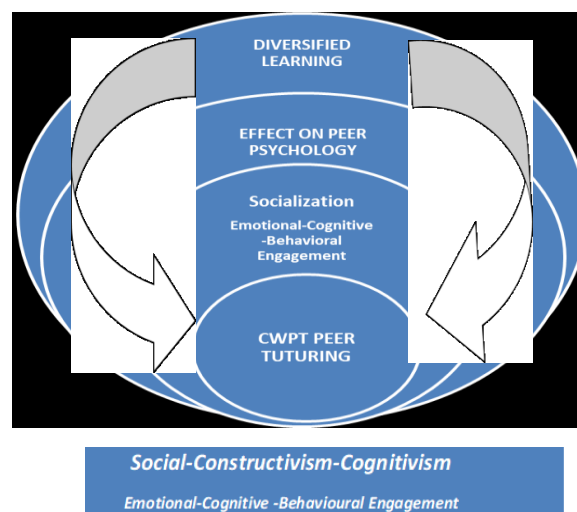
Conceptual Model

The study conceptual model (Malik, 2019) was founded on Vygotsky's Social Constructivism theory entrenched with Piaget's theory of Cognitivism.

Research Design

The study design was quasi-experimental as two groups of 9th grade students were acquired. One of the two groups was spotted as the treatment group while the other as the control group without any randomization. Participants' responses were taken at the end of a complete four-month treatment in the treatment group as well as from the controlled group with the help of a completely closed-ended questionnaire. The questionnaire covered both of the dependent variables; socialization and AP. The questionnaire responses reflected participants' perceptions about the effectiveness of PT (Objective 1). The same data remained useful in identifying a relationship between the perception of participants as tutors and those as tutees (Objective 2) on PT's role on their socialization and AP. 50 % of the questionnaire items covered the first dependent variable whereas 50 % addressed the second.

Sample and Sampling Techniques

The sample was selected from an elementary branch of a private school on the purposive sampling technique. It consisted of the 9th grade's 60 students, randomly assigned as 30 for each group (treatment and control). The selection of the 9th-grade students depended upon the availability of the required pupils' strengths as well as researcher's access and permission from the institution to conduct the study. Moreover, PT had not yet seen as a formal system of teaching low-efficiency students throughout the country, therefore purposefully it was taken as the sample of the study.

The categorizing of students as tutors and tutees within the treatment group was agreed upon through homogeneous purposes sampling. Subjects of both groups were at the same academic level (class 9th) and thus had equal academic standing.

Data Collection and Analysis

Data was collected after the completion of the PT application period of six months. The collected responses from the questionnaire were coded, calculated, and tabulated. Both groups' perceptions were compared through a t-test. Pearson's correlation coefficient (r) was also applied to the questionnaires' worked-out data to find out the relationship between the treatment and control group's perception of PT's role in their socialization. It was also used to identify the relationship between the tutors and tutees (treatment group) perceptions of their socialization and AP. The qualified findings and conclusions were developed keeping in mind the study objectives and hypotheses.

T-Test Application

The group statistics are presented as underneath:

Table 1. Group Statistics of Questionnaire

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
	Experimental	30	73.07	9.713	1.773
PercepT					
	Control	30	50.13	7.816	1.427

Objective 1: To estimate the effect of peer tutoring on students' perception.

H_{01}: There is no significant effect of peer tutoring on the perception of students taught through PT than those not taught through PT.

The descriptive statistics of both groups (Table 1) show the difference between the treatment and control groups' perceptions. Percep T denotes total perception. The treatment group shows a mean value of 73.07 higher than that of the control group which is 50.13. It reflects a better perception of PT in the experimental group as compared to that of the control group.

Pearson Correlation Application

Objective 2: To draw out the relationship amongst the tutors' perceptions (within the treatment group) about the role of peer tutoring on their socialization and AP.

H_0 **2:** There is no significant relationship amongst the tutors' (within the treatment group) perceptions about the role of peer tutoring on their socialization and AP.

Table 2. Tutor (Experimental) Perception Correlation Questionnaire

Correlations

		Tutor AP	Tutor Socialization
Tutor AP	Pearson Correlation	1	.632*
	Sig. (2-tailed)		.050
	N	10	10
Tutor Socialization	Pearson Correlation	.632*	1
	Sig. (2-tailed)	.050	
	N	10	10

*. Correlation is significant at the 0.05 level (2-tailed).

Table 3. Tutee (Experimental) Perception Correlation Questionnaire

Correlations

		Tutee Academic Progress	Tutee Socialization
Tutee AP	Pearson Correlation	1	.834**
	Sig. (2-tailed)		.000
	N	19	19
Tutee Socialization	Pearson Correlation	.834**	1
	Sig. (2-tailed)	.000	
	N	19	19

**Correlation is significant at the 0.01 level (2-tailed).

Table 2 reveals tutors' perception of the role of peer tutoring on their socialization and AP. The *r* value (correlation coefficient) is .050 reflecting the significantly positive trend in the relationship of both dependent variables. It also reveals improvement in one variable correlated with the rise in the other. It shows that when tutors' socialization improved, their academic progress also significantly improved hence H_0^2 is overruled by accepting its alternative.

Objective 3: To draw out the relationship amongst the tutees' perceptions (within the treatment group) of the role of PT on their socialization and AP.

H_0 **3:** There is no significant relationship amongst the tutees' (within the treatment group) perception of the role of PT on their socialization and AP.

Table 4 reveals tutees' perception level of the role of PT in their socialization and AP. *r* value is

.000 revealing a positive sense in the relationship of their perception of socialization with that of AP and is highly significant. It means a rise in one variable causes rise in the other, therefore if tutees' socialization improved it improved tutees' AP also very significantly. The null hypothesis H_0^3 is not accepted instead its an alternative.

Table 4. Tutor-Tutee Perception Descriptive Statistics of Questionnaire 2

Statistics

		tutorexpQ2	tuteeexpQ2
N	Valid	10	20
	Missing	51	41
Mean		72.00	73.60
Median		72.50	73.50
Std. Deviation		5.185	11.417
Variance		26.889	130.358
Range		14	43
Minimum		64	49
Maximum		78	92
Sum		720	1472

Objective 4: To identify the difference between the perception of tutors and tutees (treatment group) about the role of peer tutoring on their socialization and AP.

H₀ 4: There is no significant difference between the perception of tutors and tutees (treatment group) about the role of peer tutoring on their socialization and AP.

Table 4 reveals that tutors and tutees of the experimental group have almost equal mean scores which reflects reasonably comparable PT effect on tutors' and tutees' perception. The score values difference of tutors and tutees (treatment group) uncover an absence of any significant difference between both groups (tutors and tutees), hence **H₀₄** is accepted.

Discussion

The present research has a major role in the application of PT in the Pakistani educational setting. PT is known as a useful, inexpensive, and dynamic source of reaching goals of pupils' educational improvement on the whole. Learners' paramount participation is possible through a well-planned training program along with a proper demonstration, and check and balance of their work. The gap in training affects cooperative learning program goals. It facilitates their instructor to add up to his instructional measures leading to better learning results. Peer mentoring programs at the higher education level are taken as an appreciated option, that helps in working on struggling learners' memory development (Terrion & Leonard, 2007) and performs better. PT offers many challenges for tutors and tutees, earning many benefits in their practical life.

The outcomes of a previous study present PT as an exciting idea for the participating learners and the learners too remained well involved in the duty, rightly attaining better peer and academics related approach. Tutor-tutees' consistent interactions on daily bases in and out of their classroom supported energetic learning, fortifying intellectual basic abilities of better question or concept understanding. It also supported their healthy interaction and association further enhancing their complex talents like; analyzing, evaluating and synthesizing their beneficial reactions. Therefore, a stable learning condition is achievable through it (Hurst, 2017). Constantini (2015) referring to Vygotsky (1978) opted for the idea of socialization

which engaged them with the scaffolding of learners' distinct learning essentials and made them handle them smoothly. Amaka (2013) in her work outcomes specified the advanced accomplishments of the learners. In this case, Home Economics was taught with PT and brought in comparison with the traditional method. Present study outcomes contribute usefully to the PT value in learners' AP as well as positive socializing skills that would encourage its trending in the Pakistani educational setting.

Conclusions

The experimental group's perception appeared much healthier of the role of PT than that of the control group. The learners taught with PT found it very useful in not only improving their relationships with their peers and in making them better socialized but also exhibited better academic performance through it.

Tutors' perception of the role of PT in their socialization remained significantly positive in its relationship with their AP. The perception of tutees in the experimental group was strongly more significant than those of the tutors. Trends in the perception of the treatment group's students were found positive but those of tutees were strongly positive than those of tutors. Tutees were more positive in supporting PT's role than some of the tutors as in their viewpoint PT sessions made them over-committed and caused hindrance in their further advancement. It was found that when tutors', as well as tutees' socialization, improved, their AP also significantly improved.

Recommendations

The subjects of the comparative (control) group demonstrated deviations in their academic percentages. Those in the treatment (experimental) group were steady in their improvement, therefore had a highly significant mean score than the other. Regular PT sittings of peer tutors and their allocated tutees would be valuable in addressing and reducing their academic insufficiencies. It will reduce academic problems, especially at the secondary level. Practical Steps are essential for introducing the PT program throughout Pakistan covering all educational levels. Reorganization and streamlining of these programs must be carried out to modify them in relevance to the Pakistani culture and ethical makeup to achieve its benefits on large scale.

Research Implications

PT assistance in the instructional setup of Pakistani institutions would be a cost-effective choice for providing suitable support within the limited financial resources. Researchers' scope in the field for necessary investigations would be very high by keeping an eye on miscellaneous local circumstances. PT support in the educational setup of Pakistan would be playing a unifying force for the nation on at wider scale by promoting a culture of social understanding for their problems and evolving respect for human values. Such an investigation would trigger Pakistan's research community to adopt PT ways for addressing genuine problems of the Pakistani educational setup. It would create better opportunities for the local researchers to compete internationally on more practical grounds. It would contribute to the global research very constructively.

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