

# The Effectiveness of ClassWide Peer Tutoring in Social Studies at Hitudpan National High School

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## ABSTRACT

The main thrust of this study was to determine the effectiveness of integrating ClassWide Peer Tutoring in Social Studies to the 36 Grade 9 students of Hitudpan National High School, Hitudpan, Hilongos, Leyte, during the academic year 2022-2023. It also assessed the students' perceptions towards the conduct of ClassWide Peer Tutoring in teaching and learning Economics 9. The study employed the one group pretest and posttest pre-experimental design and applied the descriptive-comparative design in determining the difference in students' performance. For the data gathering, the study used a teacher-made, 30-item proficiency test with 10 items in each learning competency. In determining the students' performance in the pretest and posttest, arithmetic mean was used. In determining the significant difference of the students' performance, the study used the Dependent Samples T-test. The researcher computed the weighted mean in assessing the level of students' perceptions towards the conduct of ClassWide Peer Tutoring. The study found that the students obtained similar mean scores in the three learning competencies during the posttest, with outstanding performances. The study concludes that conducting a ClassWide Peer Tutoring is effective in improving students' performance in Economics 9, specifically for the Quarter 3 learning competencies. The study recommended to apply ClassWide Peer Tutoring in teaching Economics 9, considering its effectiveness in improving students' performance.

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**KEYWORDS:** *ClassWide Peer Tutoring, Economics 9, discipline, design, Social Studies, Hilongos, Leyte, Philippines*

## 1. THE PROBLEM AND ITS SCOPE

### INTRODUCTION

#### Rationale of the study

Education, over the decades faces different challenges. Educational institutions worldwide have experienced several changes, prioritizing new pedagogical strategies that encourage learner engagement and productive student learning outcomes. These transformations resulted to the improvement in students' scholastic performance as well as the enhancement on school stakeholders' participation in molding young students to become responsible citizen (Carrillo et al. 2012). Undeniably, it is essential for school leaders and classroom teachers to collaborate in developing strategic instructional plans for every academic discipline.

In teaching Social Studies, there are many challenges and problems encountered by the teachers and

students. A sad reality that many learners find Social Studies a less interesting subject. Apparently, teaching the subject deals covers history, economics, politics, constitution, and society. Indispensably, the learning contents are objective and teachers must be innovative during instructional delivery. that they should be taught in an exact and comprehensive way. As the consequence, class facilitators had a hard time in motivating learners to engage in a one-of-a-kind experience to interact with them proactively during instruction (Press Reader, 2017).

ClassWide Peer Tutoring is a strategy that encourages learners with more opportunities to work collaboratively to learn academic content. In peer tutoring, pair of students collaborated in the teaching

and learning process in a specific content area (Ayvazo & Aljadeff, 2014). Notably, the instructional benefits of peer tutoring strategies can provide learners with an individualized instruction based on learning needs. It can also encourage learners to demonstrate interpersonal skills that are necessary as they are expected to give their partners with constructive feedback in every activity, which are congruent to a particular skill. Being the case, teaching diverse learners in Hitudpan National High School, challenges the researcher most especially as she is dealing with students whose attitudes and learning styles differ from each other.

Eventually, the researcher felt the challenge in teaching Economics due to the lack of learning interest and poor participation among the Grade 9 students of the aforementioned school. One of the primary reasons is the lack of interest on the subject and limited resources that are available at school. Hence, the school is located in a far-flung barangay, where accessibility and internet connection is limited. Unlike in the urban areas, where there is an easy access to internet connectivity and learning materials that are readily available. With these foregoing concerns, the researcher initiated to apply a strategy, which is the ClassWide Peer Tutoring to the Grade 9 Economics learners to enhance the teaching and learning process. Hence, cooperative and collaborative learning is highly considered by educators worldwide as an effective instructional strategy on improving student scholastic performance.



This research determined the effectiveness of ClassWide Peer Tutoring in teaching Economics 9 to Hitudpan National High School, Hitudpan, Hilongos, Leyte, during the academic year 2022-2023. It also determined the perceptions of the students towards the integration of ClassWide Peer Tutoring. The findings served as the basis for proposing an enhanced instructional strategy.

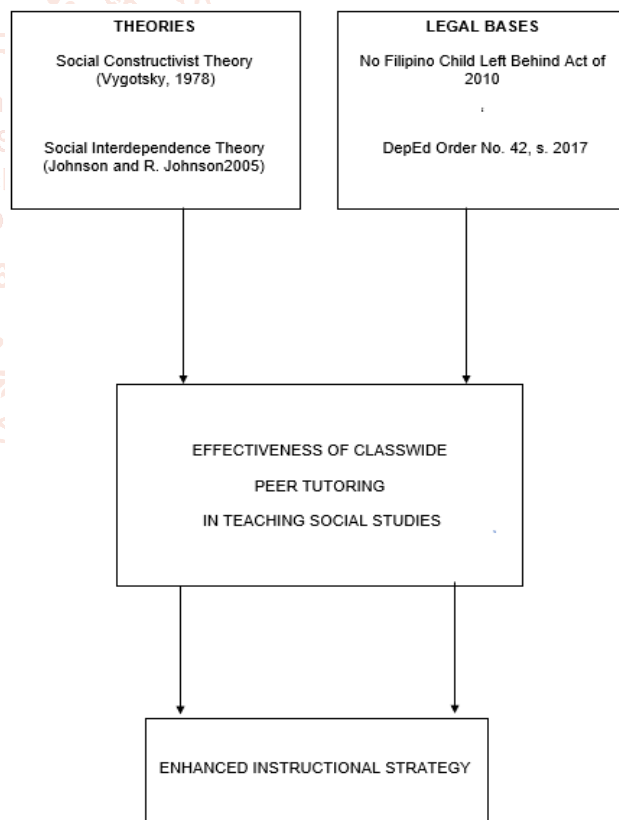
### Theoretical Background

This study assumed that integrating ClassWide Peer Tutoring is an effective teaching strategy in teaching Economics 9. Vygotsky's Social Constructivist

Theory and Social Interdependence Theory of Johnson and Johnson support this assumption.

Social Constructivist Theory. It is a learning theory proposed by Lev Vygotsky in 1978. The paradigm of learning through peer tutoring is precluded on a social constructivist outlook of learning that specifies the role of the high performing learners to generate knowledge where learners teach peers through interaction within their comfort zone (Vygotsky, 1978).

The application of the theory's central idea helps channel more collaboration between teachers and peers in the formation of knowledge and understanding. Kelly (2021) noted that social constructivism is applicable in the classroom in the conduct of peer tutoring. It can also be integrated into group-based learning activities, where learners can interact and share ideas with their classmates. Usually, the teachers grouped the learners or pair the learners and then used questioning and applied feedbacking based on the intended learning objectives.



**Fig.1. Theoretical and Conceptual Framework**

In relation to the main context of the study, the integration of ClassWide Peer Tutoring wherein learners help each other and learn through collaboration reflects the fact that quality teaching involves strategic interventions to enhance the learning process. The researcher, believed that integrating ClassWide Peer Tutoring helps improve

strategy in teaching Economics 9 and as well as the interest and active participation of learners to learn more effectively than using traditional lecture alone.

In relation to this theoretical assumption, Drago, Rheinheimer and Deweiler (2018) and Sysma, Panahon and Houlihan (2019) noted that peer tutoring usually has a positive impact on students' understanding. Being the case, there is about 10-15% of learners that do not improve their academic performance. This is mainly because some learners are disinterested to help their classmates. Although the main purpose of peer tutoring is collaboration, the unwillingness of some learners is so evident that interactions are not meet and learning becomes more tedious.

Relatively, Tsuie (2018) studied the use of peer tutoring system and it showed improvement in the mathematical skills after peer tutoring. This may contribute the feeling of being motivated in learning mathematics as they guide and assist each other. Also, the study revealed that peer tutoring makes students feel valued and has contributed to myriad changes in the teaching learning process. As such, peer tutoring enhances camaraderie between learners, acceptance, consideration, and social skills that are highly favorable to openness and diversity.

Kaleem (2018) investigated the impact of classwide peer tutoring on learners' academic performance. The findings showed that classwide peer tutoring has significantly improved learners' performance. Thus, it deduces that peer tutoring can a positive influence in improving self- concept.

The preceding statements are supported by the article of Kansas University (2023), which noted that that ClassWide Peer Tutoring (CWPT) is a didactic learning process precluded from reinforcement wherein a group of learners is actively involved during instructional delivery. This allows students take active part in constructing knowledge and communicate with the tutor to produce productive results.

Social Interdependence Theory. This theory recognizes the importance of motivation and positive attitudes for successful functioning at school. This theory also identifies the mechanism of positive interpersonal relationships and learners' achievement. This theory also stipulates that when an individual's learning goals are structured constructively, motivation increases resulting in a sense of responsibility to contribute to the entire class. In this sense, Social Interdependence Theory constitutes to the interplay between positive social relationships and co-operative goal structures. As individual goals are

achieved using co-operative structures, the success in achieving the goal leads to a positive emotional investment, which is generated to others resulting in positive interpersonal relationships (Johnson and Johnson, 1989; 2005). Hence, the concept of interdependence forays collaboration and cooperative learning, specifically in conducting classwide peer tutoring.

In relevance to Social Interdependence Theory, the researcher integrated Classwide Peer Tutoring in teaching Economics 9, which represented choices of providing students with more opportunities for active participation towards effective learning. Thus, the application of peer tutoring in classroom is deemed more favorable and effective to the learners and the teacher during instructional delivery. Apparently, the use of ClassWide Peer Tutoring in instructional delivery is highly evident in many classrooms as the Philippines is transitioning to the new normal setting.

### Legal Bases

This study also used legal bases: No Filipino Child Left Behind Act of 2010 and Department of Education (DepEd) Order No. 42, s. 2017.

No Filipino Child Left Behind Act of 2010 intends to protect and promote the right of the Filipino citizens to quality education to make such education accessible to all. The State shall also provide a framework and resources essential for the implementation of programs, projects, and services in education. It also encourages initiatives for the enhancement of schools and community-based learning programs. However, it provides only for limited special circumstances when children of compulsory school age cannot attend school. Provided herein is an education system for the monitoring of children of compulsory school age. This monitoring scheme reflects community values by allowing teachers, learning facilitators and other staff to be more flexible in servicing the needs of the Filipino learners (Senate of the Philippines, 2010).

Relevant to the aforementioned legal basis, the integration of ClassWide Peer Tutoring during instruction encourages learners to participate actively in the learning process. This strategy has been widely used in education programs, specifically in the new normal setting.

Department of Education Order No. 42, s. 2017). This legal basis implemented the national adoption of Philippine Professional Standard for Teachers (PPST). It encapsulates the importance of professional standards in the continuing professional development and advancement of teachers based on the principle of lifelong learning. In view of this,

integrating ClassWide Peer Tutoring in instruction promotes strategy for better student engagement, which is also important in improving student achievement.

One of the primary objectives of this research was to determine the effectiveness of ClassWide Peer Tutoring in teaching Economics 9. Wesgreen International School (2020), mentioned that teaching Economics aimed to enable students to understand economic terminology, concepts and theories

Thus, this study assessed students' performance in Economic 9 before and after the integration of Classwide Peer Tutoring in teaching the following Quarter 3 learning competencies: (1) Natatalakay ang konsepto, dahilan at epekto ng implasyon. (2) Nakakapagpapaliwanag ng mga dahilan ng implasyon at epekto nito sa araw-araw na pamumuhay. (3) Nakakapag-iisa-isa ng mga nakikinabang at dinakikinabang tuwing may implasyon. In addition, the researcher used pretest and posttest that has the same test items to determine the student's performance in integrating ClassWide Peer Tutoring.

In addition, the researcher used the Most Essential Learning Competencies (MELCs) in which teachers expect students to master the learning competencies from Quarter 1 to Quarter 4 under the subject Araling Panlipunan in the Junior High School Department of Hitudpan National High School.

The study of Padillon (2019) revealed that the majority of Grade 9 students at the National Teacher's College, Manila, obtained lower scores in the pretest in Economics 9. Further, there is a need to appraise the effort of the school administrators to support and promote sustainable use of the whole child approach in instruction. Such predicament suggests the integration of ClassWide Peer Tutoring. However, ClassWide Peer Tutoring has demonstrated effectiveness in a public middle school in New Jersey, United States, which showed a significant increase in academic performance and critical thinking skills among the Grade 8 Social Studies students.

Relatively, Fink (2020) cited that being taught by a peer can break down barriers that may affect student learning and can create a more engaging learning experience. When teachers integrate peer tutoring in the classroom instruction, students can enjoy a more engaging learning experience.

A local study was conducted by Bellen and Jomoc (2017) in Visayas State University, Baybay, City Leyte. The researchers conducted a study on the integration of peer tutoring approach in improving class participation and performance among struggling

learners. The findings revealed an improvement in class participation to learners who accepted peer tutoring. The study concluded that peer tutoring is an effective strategy for collaborative learning.

In Korea, Kim (2022) studied the teaching experiences of tutors in Korean language program in an American university. The findings of the study showed that the importance of peer tutoring and its significant contribution to the instructional process were the major reasons they engaged to cooperative learning programs. In line with this, peer tutoring has improved and enhanced the interest of learners in the subject area where they struggled.

A local study conducted by Berso and Lorente (2020) at Bicol University, Legazpi, City, revealed significant learning experiences of the tutors and tutees during peer tutoring. Moreover, the study revealed that the peer-tutored group had a better performance than those non-peer tutored groups after the periodical examination. Such findings implied that peer tutoring is an effective instructional strategy in developing learners' cognitive abilities through collaboration.

According to Kennett (2019), teachers and other education professionals need resources that are engaging, effective, and diverse. Missing one of these elements actually hinders student learning, which can result to lack of interest, demotivation, and low academic performance. As such, integrating ClassWide Peer Tutoring may help teachers and students to eradicate learning problems.

According to Bandy (2023), peer engagement in teaching and learning can be integrated into a cluster courses in several ways. Inevitably, teachers can integrate from specific classroom activities that are congruent to other learning activities. However, it requires explicit instructions that are master class in terms of planning, organizing, and presenting concepts. Hence, concise instructional procedures may contribute to higher academic engagement and performance.

Ilieva (2019) cited that peer tutoring is more engaging since it involves the collaboration among students in the classroom to master an educational skill. Thus, a peer-mediated teaching strategy conveys cooperative learning while developing learners' interpersonal skills.

Marashi (2021) argued that peer tutoring benefits the student being tutored and the tutor as well. To achieve learning goals, teachers are encouraged to embrace and integrate peer tutoring in the classroom. This process helps transform a group of qualified peer tutors to reduce learner attrition and increases

retention and understanding about the subject matter. In this view, the implementation of class-wide peer tutoring is an effective strategy in the teaching and learning process, specifically in Economics 9.

Monaghan (2023) supported the claim who also emphasized that learners engaged as facilitators in peer tutoring are also greatly in peer tutoring programs. In most cases, tutors are capable of having a deeper understanding of the content they were teaching. Thus, the study of Ullah et al. (2018) revealed that peer tutoring improved the academic achievement performance of Biology students in secondary schools in Pakistan.

Based on the preceding literatures and empirical findings from previous studies, the researcher was hopeful that integrating Classwide Peer Tutoring in teaching Economics provided the students with more enthusiasm on improving their learning interest and proficiency in Social Studies, specifically in the field of Economics. Thus, the findings served as the basis in developing an enhanced instructional strategy.

## THE PROBLEM

### Statement of the Problem:

This research evaluated the effectiveness of ClassWide Peer Tutoring in teaching Social Studies among the Grade 9 Economics students of Hitudpan National High School, Hitudpan, Hilongos, Leyte, during the academic year 2022-2023 as the basis for developing an enhanced instructional strategy.

Specifically, it sought answers to the following sub-problems:

1. What is the pretest performance of the students as to the following learning competencies of the topic "Implasyon"
  - 1.1. Natatalakay ang konsepto, dahilan at epekto ng implasyon;
  - 1.2. Nakakapagpaliwanag ng mga dahilan ng implasyon at epekto nito sa araw-araw na pamumuhay; and
  - 1.3. Nakakapag-iisa-isa ng mga nakikinabang at di nakikinabang tuwing may implasyon?
2. What is the performance of the students in the aforementioned learning competencies after integrating ClassWide Peer Tutoring as to the following:
  - 2.1. instruction in groups from highest to lowest score;
  - 2.2. instruction in pairs from highest to lowest score; and
  - 2.3. individualized posttest performance base on combined weekly scores?
3. Is there a significant difference in the pretest and posttest performance of the students in the

aforementioned Quarter 3 learning competencies?

4. What are the perceptions of the students towards ClassWide Peer Tutoring?
5. What enhanced instructional strategy can be adapted based on the findings of the study?

### Null Hypothesis

For hypothesis testing, this study used the 0.05 level of significance.

Ho1: There is no significant difference between the pretest and posttest performance of the students in the aforementioned Quarter 3 learning competencies.

### Significance of the Study

This study is deemed beneficial and may provide relevance to the following entities:

**School Administration.** Administrators may take the results of this study as a basis for adapting a more collaborative Social Studies teaching program. It may also provide valuable insights in improving curriculum implementation and the provision of instructional administrative support.

**Social Studies Teachers.** The findings of the study will likewise motivate and challenge them with their determination in helping the majority of the learners to improve academically, with the integration of ClassWide Peer Tutoring. More so, the teachers will be more confident that their learners would develop a deeper understanding of the subject matter.

**Social Studies District Coordinator.** Conducting this study may also ignite the focus of the subject coordinator in the district of Hilongos,, Leyte, in providing the teachers with different pedagogical approaches in the enhancement of students' interest, motivation, competence, and academic performance in general.

**Department of Education (DepEd).** The results of this study can also be used as the baseline for developing new strategies in teaching Social Studies, specifically in curriculum implementation to be initiated by the policy makers of the department. The findings can also be used as reference for curricular enhancement in teaching Junior High School subjects.

**Students.** The results of this study would encourage them to be more participative and gain a better understanding on how to improve their performance in Economics 9. The findings may also serve as their motivation to become highly engaged at school, specifically in learning the different competencies of the subject.

**Parents.** Efficient teaching may result to enhanced student's academic performance that may encourage

the parents to provide parental support to their child’s educational needs. The findings may also serve as a potential factor of enhanced parental involvement at school, specifically in the aspect of teacher-parent collaboration.

**Future Researchers.** Other researchers may use the findings as the basis in conducting related studies in the future.

**RESEARCH METHODOLOGY**

This section presents the following parts: design, flow of the research, environment, respondents, instruments, procedure of data gathering, and statistical treatment of data.

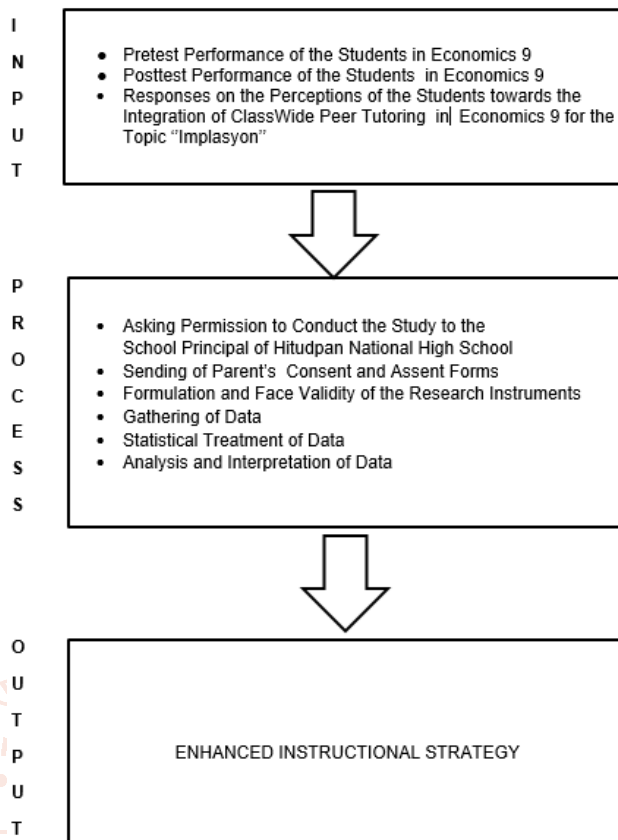
**Design**

This quantitative study used the one group pre-experimental research design since it determined the effectiveness of ClassWide Peer Tutoring in teaching Economics 9. For the data gathering, the researcher made use of a teacher-made proficiency test using the most essential learning competencies (MELCs) of the Quarter 3 topic in Economics 9. This study also employed the descriptive survey design in assessing the perceptions of the students towards the integration of ClassWide Peer Tutoring in Social Studies.

**Flow of the Study**

Figure 2 presented the flow of the study as the basis in conducting the research study. It featured the input, process, and output of the study.

The input of the study included the pretest and posttest scores of the students in the three learning competencies under the Quarter 3 topic “Implasyon.” It also included the perceptions of the students towards the integration of ClassWide Peer Tutoring in Social Studies. The process included the asking of permission to conduct the study and sending of assent forms to the students, formulation and face validity of the research instruments, gathering of data, statistical treatment, and data analysis and interpretation. For the output, the study proposed an enhanced instructional strategy in Social Studies.

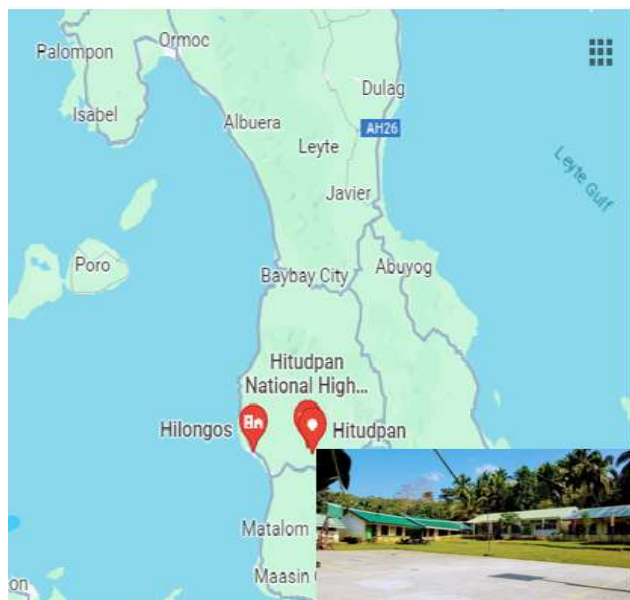


**Figure 2. Flow of the Study**

**Environment**

The locale of the study is Hitudpan National High School, a public secondary school located at Barangay Hitudpan, Hilongos, Leyte. Hitudpan is approximately 19.5 kilometres from the town proper of Hilongos. Based on the 2020 census, there was a decrease in its population from 812 in 2025 down to 365. Transfer of residency to other localities is considered the major factor of its population decline.

The local government unit (LGU) of Hilongos, Leyte, established Hitudpan National High School on January 1984, with School ID: 303376. The government’s prime concern was to provide the young residents and its neighboring communities with free public secondary education, which has eluded its community populace until the early part of the 1980s. It serves the educational needs of the local community, offering junior and senior high school programs. The school is part of the Department of Education's network of public schools, which aim to provide quality education to students across the country. It focuses on academic excellence, extracurricular activities, and the holistic development of its students, preparing them for higher education and future careers. Currently, the school is managed by a Teacher-In-Charge, with 11 classroom teachers, 110 Junior High and 81 Senior High School students for the academic year 2022-2023.



**Figure 3. Location Map of the Research Environment**

### Respondents

This study involved 36 Grade 9 students of Hitudpan National High School, Hitudpan, Hilongos, Leyte, during the academic year 2022-2023. Through purposive sampling, the researcher has chosen 18 pairs of students (36) for the ClassWide Peer Tutoring in Social Studies. The selection of respondents was purposive in nature in reference to the pairing of tutors and tutees.

### Frequency Distribution of Respondents

	Grade 9 Students	
	Frequency (f)	Percentage (%)
Male	18	50%
Female	18	50%
<b>Total</b>	<b>36</b>	<b>100%</b>

### Instrument

In assessing the pretest and posttest performance of the students, the researcher administered a 30-item proficiency using a teacher-developed test questionnaire. The proficiency test in Economics 9 contained a total of 30 items, with 10 items in each learning competency. The researcher carefully formulated the test items based on the topics reflected in the Most Essential Learning Competencies (MELCS) for Quarter 3. The same test items were used during the assessments (pretest and posttest).

In assessing the perceptions of the students towards the integration of ClassWide Peer Tutoring in teaching Social Studies (Economics 9), the researcher used a structured survey tool for the data gathering.

The research instrument contained a total of 15 items.

### Data Gathering Procedure

**Pre-Data Gathering.** A Letter of Request was sent to the School Principal of Hitudpan National High School. Moreover, the researcher sought full consent from the parents in allowing their children to participate in the study as respondents. An Assent Form was sent to the students asking permission for their voluntary participation as research respondents.

**Actual Data Gathering.** The researcher administered a pretest in Economics 9 using the Quarter 3 topic “Implasyon.” After three consecutive weeks, the researcher administered a posttest using the same test items, after integrating the ClassWide Peer Tutoring in Social Studies. The researcher allocated a maximum time of 30 minutes to completely answer the items in the proficiency test. The researcher carefully monitored students’ behavior and approaches during the test. After the posttest, the researcher conducted a survey using a descriptive questionnaire to assess the perceptions of the students towards the integration of ClassWide Peer Tutoring in Social Studies, specifically in the Quarter 3 topics in Economics 9 “Implasyon.” Contrarily, to avoid any psychological distress, answering the survey questionnaire did not require a time limit.

**Post-Data Gathering.** The researcher ensured no items were left unanswered, specifically on the assessment of their perceptions towards the integration of Class Wide Peer Tutoring. The researcher carefully tabulated and coded the gathered data, which were subjected to statistical treatment to draw findings and conclusions.

### Statistical Treatment

For descriptive statistics, this study used the following statistical methods: percentage, simple average, and weighted mean. The weighted mean was computed to assess the level of students’ perceptions towards the integration of ClassWide Peer Tutoring in Economics 9 in the three learning competencies under the topic ‘Implasyon.’ For inferential problems, Dependent Samples T-test was used in determining the significant difference in students’ pretest and posttest performance for the Quarter 3 Economics 9 learning competencies.

### Scoring Procedure

For the description of students’ pretest and posttest performance, the study uses the scoring rubric reflected in the table below.

Range of Score	Category	Verbal Description
9 -10	Outstanding	Advanced
7 - 8	Very Satisfactory	Proficient
5 - 6	Satisfactory	Approaching Proficiency
3- 4	Fairly Satisfactory	Developing
0 - 2	Did Not Meet Expectations	Beginning

For the description of students' perceptions towards the integration of Class Wide Peer Tutoring in learning Economics 9, this study used the 5-point Likert Scale as the rating rubrics reflected below:

Scale	Range	Response
5	4.21 – 5.00	Strongly Agree
4	3.41 – 4.20	Agree
3	2.61 – 3.40	Neutral
2	1.81 – 2.60	Disagree
1	1.00 – 1.80	Strongly Disagree

## DEFINITION OF TERMS

To preclude ambiguity and uncertainly, the researcher defined the following terminologies operationally:

**Instruction in Groups.** It refers to the posttest performance of the respondents when grouped as tutors and tutees. By using this strategy, the students were split into two groups according to their pretest scores in Economics 9. Specifically, the high performing group was identified as tutors, while, the low performing group was identified as tutees.

**Individual Students' Posttest Performance.** It refers to the consolidated posttest scores of the tutors and tutees in the three learning competencies of the Quarter 3 topic in Economics 9 "Implasyon."

**Instruction in Pairs.** It refers to the combined posttest performance of the tutors and tutees in every learning competency of the Quarter 3 topic "Implasyon." By using this strategy, the individual score of the tutors and tutees were consolidated.

**Peer Tutoring.** It refers to the strategy in teaching that fosters collaboration of learners, bridging high performing learners with low performers or those with difficulties in absorbing instruction, specifically in learning Economics 9.

**Posttest.** The proficiency test in Social Studies using the Quarter 3 topic in Economics 9 "Implasyon," which was administered to the respondents after the integration of ClassWide Peer Tutoring.

**Pretest.** The proficiency test in Social Studies using the Quarter 3 topic in Economics 9 "Implasyon," administered to the respondents before the integration of ClassWide Peer Tutoring.

**Social Studies.** It refers to the academic discipline under the secondary education curriculum, which covers the functioning of society, which is usually made up of topics about history, political science, economy, sociology, geography, and anthropology.

**Tutees.** It refers to the Grade 9 students under the ClassWide Peer Tutoring who received instruction in Economics from the high performing students or the so-called "Tutors."

**Tutors.** It refers to the Grade 9 students under the ClassWide Peer Tutoring who provided instruction in Economics to the low performing students or the so-called "Tutees."

## 2. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter covers the presentation, analysis and interpretation of the data. They are presented according to the sequence of the specific problems.

Table 1 presented the students' pretest performance in Economics 9. The test was administered before the integration of ClassWide Peer Tutoring in teaching "Natatalakay ang Konsepto at Dahilan ng Implasyon."



**Table 1 PRETEST PERFORMANCE OF THE STUDENTS IN “NATATALAKAY ANG KONSEPTO AT DAHILAN NG IMPLASYON”****N=36**

Range of Scores	Tutors		Tutees		Category
	f	%	f	%	
9-10	0	0.0	0	0.0	Outstanding
7-8	6	33.3	1	5.6	Very Satisfactory
5-6	6	33.3	5	27.8	Satisfactory
3-4	5	27.8	8	44.4	Fairly Satisfactory
0-2	1	5.6	4	22.2	Did Not Meet Expectations
<b>Total</b>	<b>18</b>	<b>100.0</b>	<b>18</b>	<b>100.0</b>	
<b>Mean</b>	<b>5.1</b>		<b>3.8</b>		
SD	2.0		1.5		
<b>Over-all Mean</b>	<b>4.5</b>				<b>Fairly Satisfactory</b>
Over-all SD	1.8				

**Parameter:****0 – 2.8 Did not Meet Expectations****2.9 – 4.6 Fairly Satisfactory****4.7 – 6.4 Satisfactory****6.5 – 8.2 Very Satisfactory****8.3 – 10 Outstanding**

For the tutors, 6 out of 18 students, comprising 33.3% of the population, garnered a score between 7 to 8 points under the category of “Very Satisfactory.” On the contrary, none of the tutor respondents garnered a score between 9 to 10 points. The mean performance of 5.1 implied that the tutor respondents were at the “Approaching Proficiency” learning stage. The result also implied that the tutor respondents were moderately knowledgeable in the first learning competency under the topic “Implasyon” before the integration of ClassWide Peer Tutoring in learning the Quarter 3 topics in Economics 9.

For the tutees, 8 out of 18 students, comprising 44.4% of the population, garnered a score between 3 to 4 points under the category of “Fairly Satisfactory.” On the contrary, none of the tutee respondents garnered a score between 9 to 10 points. Subsequently, the mean performance of 3.8 implied that the tutee respondents were at the “Developing” learning stage. The result also implied that the tutee respondents were less knowledgeable in the first learning competency of the topic “Implasyon” before the integration of ClassWide Peer Tutoring in learning the Quarter 3 topics in Economics 9.

Consequently, the overall mean performance of 4.5 under the category of “Fairly Satisfactory” implied that integrating ClassWide Peer Tutoring is necessary to improve student performance. This idea relates to the article of Kansas University (2023), which stipulated that ClassWide Peer Tutoring (CWPT) is a didactic learning process precluded from reinforcement wherein a group of learners is actively involved during instructional delivery, wherein the tutors and tutees are collaborating for effective learning.

Table 2 presented the students’ pretest performance in Economics 9, specifically in learning the topic *Nakakapagpaliwanag ng mga Dahilan ng Implasyon at Epekto nito sa Araw-araw na Pamumuhay.*”

**Table 2 PRETEST PERFORMANCE OF THE STUDENTS IN “NAKAKAPAGPALIWANAG NG MGA DAHILAN NG IMPLASYON AT EPEKTO NITO SA ARAW-ARAW NA PAMUMUHAY”****N=36**

Range of Scores	Tutors		Tutees		Category
	f	%	f	%	
9-10	0	0.0	0	0.0	Outstanding
7-8	2	11.1	2	11.1	Very Satisfactory
5-6	14	77.8	7	38.9	Satisfactory
3-4	2	11.1	8	44.4	Fairly Satisfactory
0-2	0	0.0	1	5.6	Did Not Meet Expectations
<b>Total</b>	<b>18</b>	<b>100.0</b>	<b>18</b>	<b>100.0</b>	
<b>Mean</b>	<b>5.3</b>		<b>4.3</b>		
SD	1.1		1.6		

<b>Over-all Mean</b>	<b>4.8</b>	<b>Satisfactory</b>
Over-all SD	1.5	

**Parameter:****0 – 2.8 Did not Meet Expectations****2.9 – 4.6 Fairly Satisfactory****4.7 – 6.4 Satisfactory****6.5 – 8.2 Very Satisfactory****8.3 – 10 Outstanding**

For the tutors, 14 out of 18 students, comprising 77.8%, garnered a score between 5 to 6 points under the category of "Satisfactory." On the contrary, none of the tutor respondents garnered a score between 9 to 10 points. The mean performance of 5.3 implied that the tutor respondents were at the "Approaching Proficiency" learning stage. The result also implied that the tutor respondents were moderately knowledgeable in the second learning competency of the topic "Implasyon" based on their performance before the integration of ClassWide Peer Tutoring in learning the Quarter 3 topics in Economics 9.

For the tutees, 8 out of 18 students, comprising 44.4% of the population, garnered a score between 3 to 4 points under the category of "Fairly Satisfactory." On the contrary, none of the tutee respondents garnered a score between 9 to 10 points. Subsequently, the mean performance of 4.3 implies that the tutee respondents were at the "Developing" learning stage. The result also implies that the tutee respondents were less knowledgeable in the second sub-task of the topic "Implasyon" before the integration of ClassWide Peer Tutoring in learning the Quarter 3 topics in Economics 9.

The overall mean performance of 4.8 under the category of "Satisfactory" implies that integrating ClassWide Peer Tutoring can be an effective teaching strategy in improving the learners performance in Economics 9. The result coincides the study of Padillon (2019), which revealed that the majority of Grade 9 students at the National Teacher's College, Manila, obtained lower scores in the pretest in Economics 9. Further, there is a need to appraise the effort of the school administrators and educators to support and promote sustainable use of the whole child approach in classroom instruction. Furthermore, a proposed learning instructional activity was formulated based on the findings of the study.

Relatively, Fink (2020) cited that being taught by a peer can break down barriers that may affect student learning and can create a more engaging experience at school. When peer tutoring is integrated in the classroom instruction, students can enjoy a more conducive learning atmosphere. Hence, it is practical to recognize that all learners are different in terms of their cognitive functioning and that they can learn in different ways.

Table 3 presented the students' pretest performance in Economics 9, specifically in learning the topic "Nakakapag-iisa-isa ng mga Nakikinabang at di Nakikinabang Tuwing may Implasyon."

**Table 3 PRETEST PERFORMANCE OF THE STUDENTS IN "NAKAKAPAG-IISA-ISA NG MGA NAKIKINABANG AT DI NAKIKINABANG TUWING MAY IMPLASYON"**

**N=36**

Range of Scores	Tutors		Tutees		Category
	f	%	f	%	
9-10	4	22.2	2	11.1	Outstanding
7-8	3	16.7	3	16.7	Very Satisfactory
5-6	8	44.4	11	61.1	Satisfactory
3-4	3	16.7	2	11.1	Fairly Satisfactory
0-2	0	0.0	0	0.0	Did Not Meet Expectations
<b>Total</b>	<b>18</b>	<b>100.0</b>	<b>18</b>	<b>100.0</b>	
<b>Mean</b>	<b>6.2</b>		<b>6.0</b>		
<b>SD</b>	2.3		1.9		
<b>Over-all Mean</b>	<b>6.1</b>				<b>Satisfactory</b>
Over-all SD	2.1				

**Parameter:****0 – 2.8 Did not Meet Expectations****2.9 – 4.6 Fairly Satisfactory****4.7 – 6.4 Satisfactory**

**6.5 – 8.2 Very Satisfactory****8.3 – 10 Outstanding**

For the tutors, 8 out of 18 students, comprising 44.4% of the population, garnered a score between 5 to 6 points under the category of “Satisfactory.” On the contrary, none of the tutor respondents garnered a score between 0 to 2 points. The mean performance of 6.2 implied that the tutor respondents were at the “Approaching Proficiency” learning stage. The result also implied that the tutor respondents were moderately knowledgeable in the third learning competency of the same topic, based on their performance before the integration of ClassWide Peer Tutoring in learning the Quarter 3 topics in Economics 9.

For the tutees, 11 out of 18 students, comprising 61.1% of the population, garnered a score between 5 to 6 points under the category of “Satisfactory.” On the contrary, none of the tutee respondents garnered a score between 0 to 2 points. Subsequently, the mean performance of 6.0 implies that the tutee respondents were at the “Approaching Proficiency” learning stage. The result also implies that the tutee respondents were moderately knowledgeable in the third sub-task of the same topic, before the integration of ClassWide Peer Tutoring in learning the Quarter 3 topics in Economics 9.

The overall mean performance of 6.1 under the category of “Satisfactory” implies that the students manifested a commendable performance in the third sub-task, which is “Nakakapag-iisa-isa ng mga Nakikinabang at di Nakikinabang Tuwing may Implasyon.” It also implies that the learning content in this competency is more comprehensive and easier to absorb. This idea relates to the statement of Kennett (2019), which noted that teachers and other education professionals need resources that are engaging, effective, and diverse. However, missing one of these elements actually hinders student learning to a greater extent.

According to Bandy (2023), peer engagement in teaching and learning can be integrated into a cluster courses in several ways. Inevitably, teachers can integrate from specific classroom activities that are congruent to other learning activities. However, it requires explicit instructions that are master class in terms of planning, organizing, and presenting concepts. Hence, concise instructional procedures may contribute to higher academic engagement and performance.

Table 4 presented the instruction in groups posttest performance from highest to lowest score for the Quarter 3 topic in Economics 9 “Natatalakay ang Konsepto at Dahilan ng Implasyon.”

**Table 4 POSTTEST PERFORMANCE OF THE STUDENTS IN ‘NATATALAKAY ANG KONSEPTO AT DAHILAN NG IMPLASYON’**

**N=36**

Range of Scores	Tutors		Tutees		Category
	f	%	f	%	
9-10	15	83.3	7	38.9	Outstanding
7-8	3	16.7	11	61.1	Very Satisfactory
5-6	0	0.0	0	0.0	Satisfactory
3-4	0	0.0	0	0.0	Fairly Satisfactory
0-2	0	0.0	0	0.0	Did Not Meet Expectations
<b>Total</b>	<b>18</b>	<b>100.0</b>	<b>18</b>	<b>100.0</b>	
<b>Mean</b>	<b>9.4</b>		<b>8.5</b>		
SD	0.8		0.7		
<b>Over-all Mean</b>	<b>8.9</b>				<b>Outstanding</b>
Over-all SD	0.9				

**Parameter:****0 – 2.8 Did not Meet Expectations****2.9 – 4.6 Fairly Satisfactory****4.7 – 6.4 Satisfactory****6.5 – 8.2 Very Satisfactory****8.3 – 10 Outstanding**

For the tutors, 15 out of 18 students, comprising 83.3% of the population, garnered a score between 9 to 10 points under the category of “Outstanding.” On the other hand, none of the tutor respondents garnered a score of 6 points and below. The mean performance of 9.4 implied that the tutor respondents successfully reached the “Advanced” learning stage. The result also implied that the tutor respondents were very knowledgeable in the

first learning competency under the topic “Implasyon” based on their performance after the integration of ClassWide Peer Tutoring in learning the Quarter 3 topics in Economics 9.

For the tutees, 11 out of 18 students, comprising 61.1% of the population, garnered a score between 5 to 6 points under the category of “Satisfactory.” On the contrary, none of the tutee respondents garnered a score 6 points and below. Subsequently, the mean performance of 8.5 implies that the tutee respondents also reached the “Advanced” learning stage. The result also implies that the tutee respondents were very knowledgeable in the first sub-task of the same topic, after the integration of ClassWide Peer Tutoring in learning the Quarter 3 topics in Economics 9.

The overall mean performance of 8.9 under the category of “Outstanding” implies that the tutor and tutee respondents manifested outstanding performances in the first learning competency, which is “Natatalakay ang Konsepto at Dahilan ng Implasyon.” It also implies that engaging students in peer tutoring is beneficial to the teaching and learning process. Ilieva (2019) cited that peer tutoring is more engaging since it involves the collaboration of learners to master an educational skill. Thus, a peer-mediated teaching strategy conveys cooperative learning while developing learners’ interpersonal skills.

Marashi (2021) argued that peer tutoring benefits the student being tutored and the tutor as well. To achieve learning goals, teachers are encouraged to embrace and integrate peer tutoring in the classroom. This process helps transform a group of qualified peer tutors to reduce learner attrition and increases retention and understanding about the subject matter. In this view, the implementation of class-wide peer tutoring is an effective strategy in the teaching and learning process, specifically in Economics 9.

Table 5 presented the instruction in groups posttest performance from highest to lowest score for the Quarter 3 topic in Economics 9 “Nakakapagpaliwanag ng mga Dahilan ng Implasyon at Epekto nito sa Araw-araw na Pamumuhay.”

**Table 5 POSTTEST PERFORMANCE OF THE STUDENTS IN ‘NAKAKAPAGPALIWANAG NG MGA DAHILAN NG IMPLASYON AT EPEKTO NITO SA ARAW-ARAW NA PAMUMUHAY’**

**N=36**

Range of Scores	Tutors		Tutees		Category
	f	%	f	%	
9-10	13	72.2	7	38.9	Outstanding
7-8	5	27.8	11	61.1	Very Satisfactory
5-6	0	0.0	0	0.0	Satisfactory
3-4	0	0.0	0	0.0	Fairly Satisfactory
0-2	0	0.0	0	0.0	Did Not Meet Expectations
<b>Total</b>	<b>18</b>	<b>100.0</b>	<b>18</b>	<b>100.0</b>	
<b>Mean</b>	<b>9.3</b>		<b>8.4</b>		
<b>SD</b>	0.9		0.6		
<b>Over-all Mean</b>	<b>8.9</b>				<b>Outstanding</b>
<b>Over-all SD</b>	0.9				

#### Parameter

**0 – 2.8 Did not Meet Expectations**

**2.9 – 4.6 Fairly Satisfactory**

**4.7 – 6.4 Satisfactory**

**6.5 – 8.2 Very Satisfactory**

**8.3 – 10 Outstanding**

For the tutors, 13 out of 18 students, comprising 72.2% of the population, garnered a score between 9 to 10 points under the category of “Outstanding.” On the other hand, none of the tutor respondents garnered a score of 6 points and below. The mean performance of 9.3 implied that the tutor respondents successfully reached the “Advanced” learning stage. The result also implied that the tutor respondents were very knowledgeable in the second learning competency of the topic “Implasyon” based on their performance after the integration of ClassWide Peer Tutoring.

For the tutees, 11 out of 18 students, comprising 61.1% of the population, garnered a score between 7 to 8 points under the category of “Very Satisfactory.” On the contrary, none of the tutee respondents garnered a score 6 points and below. Subsequently, the mean performance of 8.4 implied that the tutee respondents also reached the

‘Advanced’ learning stage. The result also implied that the tutee respondents were very knowledgeable in the second learning competency of the same topic, after the integration of ClassWide Peer Tutoring in learning the Quarter 3 topics in Economics 9.

The overall mean performance of 8.9 under the category of ‘Outstanding’ implies that the tutor and tutee respondents manifested commendable performances in the second learning competency, which is ‘Nakakapagpaliwanag ng mga Dahilan ng Implasyon at Epekto nito sa Araw-araw na Pamumuhay.’ It also implies that peer tutoring helps improve students’ performance in Economics 9. Further, the implementation of peer tutoring program in Economics 9 is an effective strategy on improving students’ academic proficiency to a greater extent.

Monaghan (2023) supported the claim who also emphasized that learners engaged as facilitators in peer tutoring are also greatly in peer tutoring programs. In most cases, tutors are capable of having a deeper understanding of the content they were teaching. Thus, the study of Ullah et al. (2018) revealed that peer tutoring improved the academic achievement performance of Biology students in secondary schools in Pakistan.

Table 6 presented the instruction in groups posttest performance from highest to lowest score for the Quarter 3 topic in Economics 9 ‘Nakakapag-iisa-isa ng mga Nakikinabang at di Nakikinabang Tuwing may Implasyon.’

**Table 6 POSTTEST PERFORMANCE OF THE STUDENTS IN ‘NAKAKAPAG-IISA-ISA NG MGA NAKIKINABANG AT DI NAKIKINABANG TUWING MAY IMPLASYON’**

**N=36**

Range of Scores	Tutors		Tutees		Category
	f	%	f	%	
9-10	15	83.3	6	33.3	Outstanding
7-8	3	16.7	12	66.7	Very Satisfactory
5-6	0	0.0	0	0.0	Satisfactory
3-4	0	0.0	0	0.0	Fairly Satisfactory
0-2	0	0.0	0	0.0	Did Not Meet Expectations
<b>Total</b>	<b>18</b>	<b>100.0</b>	<b>18</b>	<b>100.0</b>	
<b>Mean</b>	<b>9.4</b>		<b>8.4</b>		
<b>SD</b>	0.8		0.7		
<b>Over-all Mean</b>	<b>8.9</b>				<b>Outstanding</b>
<b>Over-all SD</b>	0.9				

#### Parameter

**0 – 2.8 Did not Meet Expectations**

**2.9 – 4.6 Fairly Satisfactory**

**4.7 – 6.4 Satisfactory**

**6.5 – 8.2 Very Satisfactory**

**8.3 – 10 Outstanding**

For the tutors, 15 out of 18 students, comprising 83.3% of the population, garnered a score between 9 to 10 points under the category of ‘Outstanding.’ On the other hand, none of the tutor respondents garnered a score of 6 points and below. The mean performance of 9.4 implies that the tutor respondents successfully reached the ‘Advanced’ learning stage. The result also implied that the tutor respondents were very knowledgeable in the third learning competency of the topic ‘Implasyon’ based on their performance after the integration of ClassWide Peer Tutoring in learning the Quarter 3 topics in Economics 9.

For the tutees, 12 out of 18 students, comprising 66.7% of the population, garnered a score between 7 to 8 points under the category of ‘Very Satisfactory.’ On the contrary, none of the tutee respondents garnered a score 6 points and below. Subsequently, the mean performance of 8.4 implied that the tutee respondents also reached the ‘Advanced’ learning stage. The result also implied that the tutee respondents were very knowledgeable in the third learning competency of the same topic, after the integration of ClassWide Peer Tutoring in learning the Quarter 3 topics in Economics 9.

The overall mean performance of 8.9 under the category of ‘Outstanding’ implies that the tutor and tutee respondents manifested commendable performances in the third learning competency, which is ‘Nakakapag-iisa-isa ng mga Nakikinabang at di Nakikinabang Tuwing may Implasyon.’ The result also suggests that class-wide peer tutoring shall be introduced in teaching other subjects like English, Science, and Mathematics. The

result relates to the findings of Kaleem (2018), which showed that classwide peer tutoring has significantly improved learners' performance. Thus, the study deduces that peer tutoring can a positive influence in improving self- concept and learners' interest about a subject matter.

In summary, the three sub-tasks under "Implasyon" yielded an outstanding performance, with a mean score of 8.9. The result indicates that the respondents performed well after engaging to class-wide peer tutoring sessions. However, it also shows a difference in the respondents' mean score between the tutors and tutees, implying the tutors were more knowledgeable than the tutees.

Table 7 showed the instruction in pairs posttest performance from highest to lowest score of the Grade 9 students. The test was administered after the integration of ClassWide Peer Tutoring in the Quarter 3 learning competencies in Economics 9 under the topic "Implasyon."

**Table 7 INSTRUCTION IN PAIRS POSTTEST PERFORMANCE OF THE STUDENTS**

**N=18**

Range (Score)	LEARNING COMPETENCY									Category
	No. 1			No. 2			No. 3			
	f	%	Rank	f	%	Rank	f	%	Rank	
9 - 10	15	83.33	1	15	83.33	1	15	83.33	1	O
7 - 8	3	16.67	2	3	16.67	2	3	16.67	2	VS
5 - 6	-	-	-	-	-	-	-	-	-	S
3 - 4	-	-	-	-	-	-	-	-	-	FS
0 - 2	-	-	-	-	-	-	-	-	-	DME
<b>Total</b>	<b>18</b>	<b>100.00</b>		<b>18</b>	<b>100.00</b>		<b>18</b>	<b>100.00</b>		
<b>Mean</b>	<b>9.0</b>	<b>O</b>		<b>8.9</b>	<b>O</b>		<b>8.9</b>	<b>O</b>		

**Parameter:**

**0 – 2.8 Did not Meet Expectations**

**2.9 – 4.6 Fairly Satisfactory**

**4.7 – 6.4 Satisfactory**

**6.5 – 8.2 Very Satisfactory**

**8.3 – 10 Outstanding**

The combined posttest scores of the tutors and tutees (pairs) revealed very commendable results in the three learning competencies. In particular, 15 out of 18 pairs of students, comprising 83.33%, garnered a combined score between 9 to 10 points in every learning competency of the Quarter 3 topic in Economics 9, which is "Implasyon." The implication of the results is obvious that the students garnered outstanding performances after the integration of ClassWide Peer Tutoring. The results also mean that the performances of the tutors and tutees significantly improved after the intervention. Further, the result means that integrating ClassWide Peer Tutoring is an effective strategy in improving scholastic performance, specifically to the low performing students.

The result affirmed the idea of Ayvazo & Aljadeff (2014), which stipulated that ClassWide Peer Tutoring is a strategy that encourages learners with more opportunities to work collaboratively to learn academic content. In peer tutoring, pair of students collaborated in the teaching and learning process in a specific context. Notably, the instructional benefits of peer tutoring strategies can provide learners with an individualized instruction based on learning needs. It can also encourage learners to demonstrate interpersonal skills that are necessary as they are expected to give their partners with constructive feedback in every activity, which are congruent to a particular skill.

Moreover, the findings relate to the central idea of Vygotsky's Constructivist Theory (1978). The application of the theory's central idea helps channel more collaboration between teachers and peers in the formation of knowledge and understanding. Thus, social constructivism insinuates cooperative learning in a more conducive teaching and learning environment.

Further, the results can be linked to the concept of Kelly (2021), which noted that social constructivism is applicable in the classroom in the conduct of peer tutoring. It can also be integrated into group-based learning activities, where learners can interact and share ideas with their classmates. Usually, the teachers grouped the learners or pair the learners and then used questioning and applied feedbacking based on the intended learning objectives.

Moreover, using this strategy, the teacher could sometimes divide the class into groups or pair the students and then guide by prompting, questioning and directing the groups or pairs according to the intended objectives.

Table 8 showed the individualized posttest performance of the Grade 9 students base on combined weekly scores in the Quarter 3 learning competencies in Economics 9 under the topic ‘‘Implasyon.’’

**Table 8 INDIVIDUALIZED POSTTEST PERFORMANCE BASE ON COMBINED WEEKLY SCORES OF THE QUARTER 3 LEARNING COMPETENCIES IN ECONOMICS 9 UNDER THE TOPIC ‘‘IMPLASYON.’’**

N=36

Range of Scores	f	%	Rank	Category
9 - 10	22	61.11	1	Outstanding
7 - 8	14	38.89	2	Very Satisfactory
5 - 6	-	-	-	Satisfactory
3 - 4	-	-	-	Fairly Satisfactory
0 - 2	-	-	-	Did Not Meet Expectations
<b>Total</b>	<b>36</b>	<b>100.00</b>		
<b>Overall Mean</b>		<b>8.9</b>		<b>Outstanding</b>

**Parameter:**

**0 – 2.8 Did not Meet Expectations**

**2.9 – 4.6 Fairly Satisfactory**

**4.7 – 6.4 Satisfactory**

**6.5 – 8.2 Very Satisfactory**

**8.3 – 10 Outstanding**

As depicted, 22 out of 36 students, comprising 61.11% of the respondents’ population, garnered an average score between 9 to 10 points, under the category of ‘‘Outstanding.’’ On the other hand, 14 out of 36 students, comprising 38.89% of the respondents’ population, garnered an average score ranging from 7 to 8 points, under the category of ‘‘Very Satisfactory.’’ The results denote that the integration of ClassWide Peer Tutoring has also enhanced the individual performances of the learners in the three learning competencies of the Quarter 3 topic in Economics 9 ‘‘Implasyon.’’

The result also denotes that the tutors and tutees have collaborated with each other proactively, considering the different and new learning experiences that made peer tutoring more engaging and highly interesting. It can also be implied that the tutors and tutees have demonstrated academic competence and were motivated by their respective partners during tutorials, which resulted to positive results.

Such findings affirmed the theoretical assumption of Social Interdependence Theory coined by Johnson and Johnson’s (2005), which noted that when an individual’s learning goals are structured constructively, motivation increases resulting in a sense of responsibility to contribute to the entire class. In this sense, Social Interdependence Theory constitutes to the interplay between positive social relationships and co-operative goal structures. As individual goals are achieved using co-operative structures, the success in achieving the goal leads to a positive emotional investment, which is generated to others resulting in positive interpersonal relationships. Hence, the collaboration between the tutors and tutees is essential in cooperative learning.

Relatively, Fink (2020) cited that being taught by a peer can break down barriers that may affect student learning and can create a more engaging learning experience. When teachers integrate peer tutoring in the classroom instruction, students can enjoy a more engaging learning experience. As such, the significant findings of the present study culminate the outcome in every learning competency after the integration of ClassWide Peer Tutoring in Social Studies. Thus, its effectiveness was highly evident after the posttest.

Table 9 presented the test on the significant difference between the pretest and posttest performance of the students in Economics 9.

**Table 9 DIFFERENCE IN STUDENTS' PRETEST AND POSTTEST PERFORMANCE IN THE THREE LEARNING COMPETENCIES**

Competency	Variables Tested	Mean			t	P-value	Decision	Interpretation
		Tutors	Tutees	Over-All				
1. Natatalakay ang konsepto, dahilan at epekto ng implasyon	Pre-test	5.1	3.8	4.5	-15.6	.000	Reject Ho	There is a significant difference
	Post-test	9.4	8.5	8.9				
2. Nakakapagpaliwanag ng mga dahilan ng implasyon at epekto nito sa araw-araw na pamumuhay.	Pre-test	5.3	4.3	4.8	-17.5	.000	Reject Ho	There is a significant difference
	Post-test	9.3	8.4	8.9				
3. Nakakapag-iisa-isa ng mga nakikinabang at di nakikinabang tuwing may implasyon.	Pre-test	6.2	6.0	6.1	-8.3	.000	Reject Ho	There is a significant difference
	Post-test	9.4	8.4	8.9				

The computed p-value of .000 in every sub-task depicted a significant difference in students' performance before and after the integration of ClassWide Peer Tutoring in Economics 9. The results also suggested that there was an improvement in students' performance during the posttest. Moreover, the result also implied that the intervention was effective in improving students' proficiency in the Quarter 3 topics of Economics 9. Such findings relate to the study of Ullah et al. (2018), which revealed that peer tutoring improved the academic performance of Biology students in secondary schools in Pakistan.

Moreover, the result implied that the tutors and tutees were motivated to learn the three competencies under the Quarter 3 topic in Economics 9 "Implasyon." In the same view, the collaboration between two students (tutors and tutees) has contributed to more eagerness in the teaching and learning process. Such implication relates to the study of Berso and Lorente (2020), which revealed significant learning experiences of the tutors and tutees during peer tutoring. Moreover, the study revealed that the peer-tutored group had a better performance than those non-peer tutored groups after the periodical examination. Such findings implied that peer tutoring is an effective instructional strategy in developing learners' cognitive abilities through collaboration. Hence, the collaboration between the tutors and tutees conveys positive interpersonal relationships and a shared interest and understanding on how to develop enthusiasm in teaching and learning.

Further, the findings of Goulburn (2017) relates to the significant findings of the present study. As revealed, the academic performance and critical thinking skills of Grade 8 Social Studies students in a public middle school in the American State of New Jersey has significantly improved after the integration of ClassWide Peer Tutoring (CWPT). The study concluded that the students were very satisfied with the program implementation and that peer tutoring was recommended for further implementation in other schools within the local county. In this view, the researcher believed that peer tutoring enhances cognitive functions and guide learners to be more engaged in the classroom. As such, it also elucidates that peer tutoring is an effective instructional strategy.

Table 10 presented the perceptions of the students towards the integration of ClassWide Peer Tutoring in Economics 9, specifically in teaching the Quarter 3 learning competencies.

**Table 10 STUDENTS' PERCEPTIONS TOWARDS THE INTEGRATION OF CLASSWIDE PEER TUTORING IN SOCIAL STUDIES (ECONOMICS 9)****N=36**

Statement	Mean	Response
1. I enjoyed assessing my peers in the tutorials	4.97	Strongly Agree
2. I am happy with the way my peer(s) evaluated my work.	5.00	Strongly Agree
3. ClassWide Peer tutorials enhanced my own learning	5.00	Strongly Agree
4. ClassWide Peer Tutoring increased my interest in the subject	4.94	Strongly Agree
5. I developed a sense of responsibility through peer tutoring	5.00	Strongly Agree
6. My listening and social skills improved after ClassWide Peer Tutoring.	5.00	Strongly Agree
7. It helped me develop in improving my time management.	4.97	Strongly Agree
8. Serving as a peer tutor/tutee increased my self-confidence.	4.86	Strongly Agree



9. It helped me to be more aware of the learning process in the subject.	5.00	Strongly Agree
10. The expectations of ClassWide Peer Tutoring explained to me in advanced.	4.97	Strongly Agree
11. ClassWide Peer Tutoring was an engaging work for me.	5.00	Strongly Agree
12. I recommend that we adopt ClassWide Peer tutorial assessment in other subjects.	5.00	Strongly Agree
13. I recommend to stabilize the ClassWide Peer Tutoring.	4.92	Strongly Agree
14. I was objective in assessing in my peers.	4.94	Strongly Agree
15. In order to be able to assess my peers, I need to have high understanding of the concepts	4.97	Strongly Agree
<b>Composite Mean</b>	<b>4.97</b>	<b>Strongly Agree</b>

**Parameter****4.21 – 5.00 Strongly Agree****3.41 – 4.20 Agree****2.61 – 3.40 Neutral****1.81 – 2.60 Disagree****1.00 – 1.80 Strongly Disagree**

As revealed, 7 out of 15 item statements accumulated a weighted mean of 5.00, with a corresponding response of “Strongly Agree.” Meanwhile, the statement “ I recommend to stabilize the ClassWide Peer Tutoring” accumulated the lowest weighted mean of 4.92, with a corresponding response of “Strongly Agree.” The result means the students manifested very positive attitudes towards the integration of ClassWide Peer Tutoring in Economics 9, specifically in the three learning competencies of the topic “Implasyon.”

The findings also suggested that integrating peer tutoring is an effective instructional strategy for the Grade 9 Economics students of Hitudpan National High School, Hitudpan, Hilongos, Leyte, and that this intervention can also be introduced to other subjects to promote instructional effectiveness for the succeeding academic year. Such result also deduced that the students were very motivated to experience more improvements in their scholastic performance in other subjects through ClassWide Peer Tutoring.

Consequently, the composite mean of 4.97 elucidated that conducting ClassWide Peer Tutoring was highly recommended by the student respondents. In this connection, the study of Kim (2022) showed relevant results. As revealed, peer tutoring addressed learners’ needs and its benefits to student learning, specifically in teaching Economics and other subjects related to social sciences. In line with this, using peer tutoring instructional delivery has improved and enhanced the academic interest among secondary school students in Korea.

**3. SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATIONS****Summary**

The main thrust of this study was to determine the effectiveness of integrating ClassWide Peer Tutoring in teaching Economics to the Grade 9 students of Hitudpan National High School, Hitudpan, Hilongos, Leyte, during the academic year 2022-2023. Specifically, it sought to determine the pretest and posttest performance of the students. It also tested the significant difference in students’ performance between the pretest and posttest. The study used the Quarter 3 learning competencies as the basis of assessment. It also assessed the students’ perceptions towards the integration of ClassWide Peer Tutoring under the topic “Implasyon.” The study used the one group pretest and posttest pre-experimental design and employed the descriptive-comparative design in determining the difference in students’ performance. By using total enumeration of population, the study included 36 students as the research respondents. For the data gathering, the study used a teacher-made, 30-item proficiency test with 10 items in each learning competency under the topic “Implasyon.” In determining the students’ performance in the pretest and posttest, arithmetic average was used. In determining the significant difference in students’ pretest and posttest performance, the study used the Dependent Samples T-test. The researcher computed the weighted mean in assessing the students’ perceptions towards the integration of ClassWide Peer Tutoring in Economics 9. As an end view, the study developed an enhanced instructional strategy in Social Studies.

**SUMMARY OF FINDINGS**

The study systematically presented the findings based on the sequence of the given sub-problems.

### **Pretest Performance of the Students in Economics 9**

For the first learning competency, the students garnered a mean score under the category of "Fairly Satisfactory," implying low students' performance. For the second and third learning competency, the students demonstrated better performances under the category of "Satisfactory."

### **Performance of the Students after the Integration of ClassWide Peer Tutoring in Economics 9**

**Instruction in Groups from Highest to Lowest Score.** For the first, second, and third learning competency, the tutors outscored the tutees. However, the mean score of 9.4, 9.3, and 9.4 for the tutors and 8.5, 8.4, 8.4 for the tutees denote that the students demonstrated "Outstanding" performances.

**Instruction in Pairs from Highest to Lowest Score.** The combined scores of the tutors and tutees according to pairings obtained a mean score of 9.0 for the first learning competency, and 8.9 for the second and third learning competency, implying outstanding performances during the posttest.

**Individualized Posttest Performance Base on Combined Weekly Scores.** The majority of the tutors and some of the tutees had average score ranging from 9 to 10 points under the category of "Outstanding." Meanwhile, the majority of the tutees had average score ranging from 7 to 8 points under the category of "Very Satisfactory."

### **Significant Difference in Students' Pretest and Posttest Performance after the Integration of ClassWide Peer Tutoring in Economics 9**

#### **Pretest and Posttest Performance after the Integration of ClassWide Peer Tutoring for the First Learning Competency**

The study revealed a significant difference in students' performance in the first learning competency under the topic "Implasyon." Therefore, the null hypothesis was rejected.

#### **Pretest and Posttest Performance after the Integration of ClassWide Peer Tutoring for the Second Learning Competency**

The study revealed a significant difference in students' performance in the second learning competency. Thus, the null hypothesis was rejected.

#### **Pretest and Posttest Performance after the Integration of ClassWide Peer Tutoring for the Third Learning Competency**

The study revealed a significant difference in students' performance in the third learning competency. Thus, the null hypothesis was rejected.

### **The Students' Perceptions towards the Integration of ClassWide Peer Tutoring in Economics 9**

The study revealed the students manifested a strong agreement and very positive attitude towards the integration of ClassWide Peer Tutoring in teaching the three sub-tasks under the Quarter 3 topic "Implasyon."

### **CONCLUSION**

The study concluded that the integration of ClassWide Peer Tutoring was effective in improving students' performance in Economics 9, specifically in the Quarter 3 learning competencies under the topic "Implasyon." It can also be concluded that the intervention was more engaging and has stimulated students' interest to learn more effectively.

### **Recommendations**

Based on the study's significant findings, the study recommended to continuously integrate the ClassWide Peer Tutoring in teaching Social Studies and other academic disciplines. Further, the study highly recommended to stabilize the integration of ClassWide Peer Tutoring in Economics 9 based on students' strong agreement and positive perceptions towards the advantages of conducting the intervention. The said intervention shall also be introduced to other public secondary schools in the district of Hilongos, Leyte.

## **4. OUTPUT OF THE STUDY**

### **ENHANCED INSTRUCTIONAL STRATEGY IN TEACHING SOCIAL STUDIES**

This chapter systematically illustrated the continuous implementation of ClassWide Peer Tutoring (CWPT) in teaching Social Studies (Economics) to the Grade 9 students, considering the positive outcomes of the intervention.

## Rationale

ClassWide Peer Tutoring (CWPT) is a didactic instructional process or pedagogical approach based on reciprocal peer tutoring and group reinforcement wherein the learners are actively engaged in the teaching and learning process. More so, demonstrating basic learning skills are simultaneously organized in the process of conducting peer tutoring.

Ultimately, the CWPT program can appraise the consistency of practice time that learners typically receive in any academic discipline. Usually, students can act directly with their school task and absorb instruction when lessons are instructed in a collaborative setup. In teaching Economics 9, peer tutoring includes tasks but are not limited to, definitions, content facts, and compliance of the required learning competencies.

In this view, the formulation of this enhanced instructional strategy may intensify the interest and motivation level of the Grade 9 students to engage academically in Economics 9. Henceforth, the integration of ClassWide Peer Tutoring in Economics 9 may also appraise the competence of Economics teachers, students' participation, and performance.

## Objectives

The continuous implementation of ClassWide Peer Tutoring aims to:

Provide students with more learning experiences that stimulate cognitive and socio-emotional functions leading to effective knowledge acquisition through cooperative learning.

Train teachers in developing in instructional strategies in adherence with the globalization of education, specifically to the attainment of Education for All (EFA); and

Improve teachers' and students' interaction where they can collaborate in a holistic approach.

## Scheme of Implementation

The output of the study serves as the roadmap which encompasses the areas of concern, objectives, strategies, persons involved, budgetary requirements, time frame, and success indicator. The learning materials shall be modified after a thorough review to be facilitated by the District Coordinator in teaching Social Studies. As such, conducting ethical and contextual reviews will ensure high quality instructions that are adaptable in accordance to the school's availability of teaching and learning facilities, and monitoring scheme.

## Schedule of Implementation

The continuous implementation of integrating ClassWide Peer Tutoring shall be initially introduced to all teachers of Hitudpan National High School, Hitudpan, Hilongos, Leyte, for the upcoming school year 2023-2024.

## ENHANCED INSTRUCTIONAL STRATEGY IN TEACHING SPICIAL STUDIES (ECONOMICS 9)

Areas of Concern	Objectives	Strategies	Persons Involved	Budgetary Requirement	Source of Fund	Time Frame	Success Indicator
1. Instructional Materials	To provide more learning opportunities in Economics 9 through adequate provision of instructional materials.	Formulation of instructional materials tailored to the Most Essential Learning Competencies (MELCs). Reproduction of printed instructional materials like illustrated products and prices of daily commodities.	School Heads Araling Panlipunan (Dist. Coordinator)	<b>Php 8,000.00</b> (estimated) Expenditures: Honorarium (Speaker) Php2,500.00	MOOE	A.Y. 2023-2024	Updated Instructional Resources Teaching Competence
2. Professional	To appraise	Conducting an	Teachers	Printing			Enhanced

Development	teachers' instructional and skills, interpersonal skills in the conduct of ClassWide Peer Tutoring	orientation seminar on the different instructional strategies to enhance their capabilities in peer tutoring.  Integration of instructional videos on the effective strategies in peer tutoring.	Students  Parents	Materials Php2,000.00  Miscellaneous Php3,500.00		Teachers' Instructional Skills  Collegial Camaraderie  Enhanced Interpersonal Skills
3. Student to Student Collaboration	To establish rapport and collaboration to promote a positive atmosphere of cooperative learning.	Weekly reporting on students' participation in ClassWide Peer Tutoring  Provision of learning guides that promote ethical consideration and empathy.				Enhanced Interpersonal Skills  Proficiency in Economics 9  Higher Assessment Scores

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