

Peer Tutoring Approach and Academic Performance of Pupils: An Experimental Study

¹Marilyn S. Atamosa; ²Elizabeth D. Dioso, EdD

Member, Department of Education, Division of Davao de Oro

Member, Professional School of Assumption College of Nabunturan

Abstract:- This study examined the effectiveness of peer tutoring on the academic performance of Grade 2 pupils at Gabi Central Elementary School in Gabi, Compostela, Davao de Oro, for the school year 2023-2024. Utilizing a quasi-experimental one-group pre-test post-test design, the research focused on pupils who underwent a structured peer tutoring intervention in English. Initial assessments indicated a low proficiency level categorized as "Did Not Meet Expectation." Post-intervention, there was a significant improvement in proficiency, achieving a "Very Satisfactory" performance nearing the "Mastery Level." The statistical analysis revealed a significant difference in the academic performance of pupils before and after the intervention, underscoring the positive impact of peer tutoring. This improvement highlights the potential of peer tutoring to address learning deficiencies, foster engagement, and enhance academic outcomes among young learners. The study underscored the importance of adopting collaborative learning strategies to support diverse educational needs. The findings suggest that peer tutoring is an effective educational approach, benefiting both tutors and tutees by enhancing understanding, promoting active learning, and building a supportive classroom environment. This research contributes to the body of knowledge advocating for peer tutoring as a valuable tool in educational settings, particularly in regions with limited access to additional academic support at home. The study recommends further exploration of peer tutoring's long-term benefits and its application in other academic disciplines to generalize its efficacy.

Keywords: *Peer Tutoring, Academic Performance, Grade 2 Pupils, Quasi-Experimental Design, Collaborative Learning, Educational Intervention, Philippines*

I. INTRODUCTION

Peer tutoring can significantly impact academic performance. However, student engagement in modern education has become a complex and multifaceted issue, posing challenges for educators and researchers—successful student participation in learning hinges on their interactions with teachers and peers. While the educational community widely recognizes the significance of student engagement, there is a pressing need for a more precise understanding of how to foster and measure this engagement. This need becomes particularly crucial in the dynamic landscape of technologically driven classrooms. As a result, exploring and

assessing student engagement takes on paramount importance. This endeavor seeks to cultivate a deeper comprehension of its intricacies and its profound implications for academic institutions (Gubalani et al., 2023; Leung, 2019).

At the University of Salford in Salford, UK, the research explores the impact of peer tutoring on academic achievement, focusing on both tutors and tutees. Prior studies have consistently highlighted the positive effects of peer tutoring on tutees' academic performance, but there is a noticeable gap regarding the reciprocal impact on tutors. This study aims to fill that gap by empirically examining the influence of peer tutoring, conducted as optional practical sessions, on the academic achievement of both tutors and tutees. It emphasizes the ability of tutors to demonstrate, coach, and articulate concepts effectively, contributing significantly to the understanding of peer tutoring's efficacy (Ullah et al., 2018).

In the context of the Philippines, Candelaria (2023) emphasizes the prevalent issue of learning challenges and their detrimental impact on academic performance. Learning challenges are widespread in the Philippine educational landscape, affecting students' skills and problem-solving abilities, and hindering their overall academic progress. This study adopts a localized approach by harnessing the potential of peer tutoring to address this pressing challenge. By implementing peer tutoring, the research aims to enhance academic performance and alleviate the burden of learning challenges among Filipino students. It underscores the urgency of addressing this issue within the Philippine educational context and highlights peer tutoring as a strategic tool to improve academic outcomes.

At Gabi Central Elementary School, where the researcher teaches, many pupils struggle with their lessons due to the lack of at-home tutors and parents who are not knowledgeable enough to mentor them. As a result, pupils are not well-guided in their learning. There have been noticeable deficiencies in student involvement in classroom activities, and teachers frequently encounter issues with learning anxiety and comprehension difficulties among their pupils. The researcher believes that students could perform better if they are guided by someone more advanced in the subject matter. Peer tutoring could address these problems through active interaction between less knowledgeable and more knowledgeable pupils.

This study responds to challenges in student engagement and academic difficulties at Gabi Central Elementary School, where learning obstacles and limited at-home support hinder academic achievements. Recognizing peer tutoring as a promising educational strategy, the research aimed to determine its effectiveness in this context. By examining its impact on tutors and tutees, the study sought to provide evidence of its benefits in enhancing academic performance and fostering a supportive learning environment. It addresses the need for effective interventions that accommodate diverse learning needs and improve student engagement, especially where external support is limited. Ultimately, the study aims to contribute insights into adopting peer tutoring as a solution to educational challenges, improving learning outcomes, and equipping students with skills for academic success.

II. METHOD

A. Research Design

This study utilized a Quasi-Experimental one-group pre-test post-test research design. It resembled experimental research but was not true experimental research. Although the independent variable was manipulated, the subjects were not randomly assigned to conditions or orders of conditions (Cook & Campbell, 1979). The design was appropriate for studying subjects naturally grouped, such as in a classroom setting. This design aimed to investigate whether peer tutoring was effective in increasing the academic performance of Grade 2 pupils at Gabi Central Elementary School, Gabi, Compostela, Davao de Oro for the school year 2023-2024. A pretest and posttest were administered to these pupils.

B. Research Locale

The research was conducted at Gabi Central Elementary School, located in Barangay Gabi, Compostela, Davao de Oro. Gabi, as one of the 16 barangays of the municipality, was established on June 23, 1957, under Republic Act No. 2039, signed by the late President Carlos P. Garcia. The origin of the name 'Gabi' is attributed to several sources: some believe it comes from the native word for 'night,' while others associate it with the 'gabi' plant that once grew abundantly in the area.

As of the 2015 Census, Barangay Gabi had a population of 4,725, accounting for about 5.40% of the total Compostela region. The age group of 10 to 14 years had the highest population, with 515 individuals, whereas the age groups of 75 to 79 and 80 and over had the lowest, each with 40 individuals. Over the years, the population of Gabi has seen significant growth, increasing from 2,547 in 1990 to 4,725 in 2015, indicating an increase of 2,178 people. The 2015 Census reported a positive growth rate of 3.77%, with a net increase of 834 people from 2010. By 2020, the population had grown further to 4,968, representing 5.53% of the total population of Compostela. Geographically, Gabi is situated at approximately 7.6225° latitude and 126.0990° longitude on the island of Mindanao, with an estimated elevation of about 93.7 meters or 307.4 feet above mean sea level.

Gabi Central Elementary School, founded in 1954, stands as a testament to the enduring legacy of quality education in Barangay Gabi. The school has consistently served as a cradle of learning, nurturing individuals who have become effective pillars in various sectors of society. The commitment to providing quality education remains unwavering, even in the face of challenging global circumstances. The school's environment is captivating both inside and out, surrounded by colorful landscapes and child-friendly facilities, providing a verdant and IATF-aligned setting. This environment serves as an inspiring space for learners, fostering a love for learning and nurturing their growth into quality and competent individuals.

Regardless of the season or the challenges that may arise, Gabi Central Elementary School stands prepared to serve and provide quality education to every learner. The institution is not just an educational center; it is a friendly and welcoming haven that acts as an avenue for purposeful growth. The school is headed by a School Principal IV/District Coordinating Principal and comprises one Master Teacher I, eleven Teacher III, eight Teacher II, and eleven Teacher I, totaling thirty-two teaching staff. The pupil population is eight hundred forty-four (844) for the current school year.

Barangay Gabi has faced numerous challenges over the years, including natural calamities and agricultural difficulties. In 1955, a drought caused by the eruption of Mt. Hibok-Hibok in Camiguin severely affected agricultural activities. Similar droughts occurred in subsequent years, with significant ones in 1961 and 1971. Floods have also been a recurring issue, with notable ones in 1961, 1964, and 2013. Despite these adversities, the people of Barangay Gabi have demonstrated resilience and a strong sense of community, continuously striving for development and improvement.

In recent history, Barangay Gabi was significantly affected by Super Typhoon Pablo in December 2012 and Tropical Depression Agaton in January 2013, both causing substantial damage to infrastructure and agriculture. However, the community has remained steadfast, working together with local and national governments to build a disaster-resilient community. Overall, Barangay Gabi is a community characterized by industrious, peace-loving, enterprising, God-fearing, and self-reliant individuals who are committed to moving forward and creating opportunities for their constituents. The continuous efforts to make positive history and innovations reflect the community's dedication to progress and resilience.

C. Population and Sample

The subjects of this study were the Grade 2 students at Gabi Central Elementary School, Gabi, Compostela, Davao de Oro, for the academic year 2023-2024. These students were selected using a convenience sampling method. They were evaluated through a pretest using a researcher-made questionnaire in English, followed by a posttest after the implementation of a peer tutoring intervention. There were 34 students, with a gender distribution of 16 male and 18 female students.

D. Research Instruments

The study used a 20-item researcher-made questionnaire in English for both pretest and posttest aimed at determining the effectiveness of the peer tutoring as an intervention for English proficiency. The questionnaire was designed to cover a spectrum of cognitive abilities based on Bloom's taxonomy (remembering, understanding, analyzing, applying, evaluating, and creating), were validated for its reliability and validity. A table of specifications was prepared to guarantee a balanced representation of easy, average, and difficult questions, targeting competencies identified by the researcher. This meticulous preparation aimed to provide a detailed assessment of learners' proficiency levels, with results and implications discussed on the subsequent page.

E. Data Collection

Before the start of the study, the researcher initiated the necessary preparations, including the submission of the endorsement letter from the Graduate School of Assumption College of Nabunturan and a formal permission letter to the Davao de Oro DepEd superintendent, seeking approval to conduct the research. A similar request for permission was also forwarded to the school principal of Gabi Central Elementary School. Following approval from both authorities, the researcher coordinated with the principal of Gabi Central Elementary School to schedule the experimentation.

The pre-test questionnaire in English was administered by the researcher, who was also the teacher of the Grade 2 section. This marked the initial stage of the research. After the pretest, the researcher started the experimentation phase, during which the peer tutoring approach was employed. Observations made by the researcher throughout this period were recorded. Following a period of intervention, a posttest was administered. The results from this posttest were encoded and subjected to statistical analysis to interpret the findings.

F. Statistical Treatment of Data

The problems and hypotheses were subjected to statistical treatment using the mean and Paired Samples T-Test to facilitate a comprehensive quantitative analysis of the results of the pretest and posttest. The results were analyzed using frequency counts and percentage distribution. The JASP software was employed to conduct the statistical analyses and ensure the accuracy of the findings.

III. RESULTS

This chapter includes the presentation, analysis, and interpretation of the results of the experiment conducted in the study. The sequence of the presentation was based on the statement of the problems and the null hypotheses presented.

➤ Academic Performance of Pupils During the Pretest.

Table 1 shows the Academic performance of pupils during the pretest.

Table 1: Academic Performance of Pupils During the Pretest

Mean	Class Proficiency	Mastery Level	Performance Level
6.559	33%	No Mastery	Did Not Meet Expectation

Table 1 presents the statistical summary of the academic performance of Grade 2 students at Gabi Central Elementary School during the pretest. The data provide insights into the baseline proficiency levels before the implementation of the peer tutoring intervention. The pretest results reveal that out of 35 pupils, 34 valid responses were recorded, with one pupil missing during the pretest. The mean score of the pupils is 6.559, indicating the average performance of the pupils before the peer tutoring intervention. The standard deviation of 2.915 suggests variability in the pupils' scores, indicating differences in their initial academic performance. The minimum score is 1.000, and the maximum score is 13.000, showing a wide range of performance levels among the pupils. The calculated pretest mean of 6.559 translates to a class proficiency of 33%. According to the predefined proficiency scaling, this level of performance indicates that the pupils, on average, fall into the category of "Did Not Meet Expectation." This classification implies that the students are struggling with the material, demonstrating that they have not yet acquired the necessary knowledge and skills to meet the academic expectations for their grade level.

➤ Academic Performance of Pupils During the Posttest

Table 2 shows the Academic performance of pupils during the posttest.

Table 2: Academic Performance of Pupils During the Posttest

Mean	Class Proficiency	Mastery Level	Performance Level
14.529	73%	Nearing Mastery Level	Very Satisfactory

Table 2 presents the statistical summary of the academic performance of Grade 2 pupils at Gabi Central Elementary School during the posttest. The data provide insights into the changes in proficiency levels after the implementation of the peer tutoring intervention.

The posttest results reveal that the mean score of the pupils is 14.529, indicating a significant improvement in their academic performance compared to the pretest. The standard deviation of 4.129 suggests some variability in the pupils' scores, though it is consistent with the expected range of performance improvements. The minimum score is 6.000, and the maximum score is 20.000, showing that the intervention helped elevate the performance levels across a broad spectrum of students.

The calculated posttest mean of 14.529 which is equivalent to a class proficiency of 73%. According to the predefined proficiency scaling, this level of performance indicates that the pupils, on average, fall into the category of "Very Satisfactory" and are approaching the "Nearing Mastery Level." This classification implies that the students have significantly improved their understanding and skills, demonstrating that they are now much closer to meeting and even exceeding the academic expectations for their grade level.

➤ *Significant Difference in the Academic Performance of the Pupils in English Before and After the Intervention*

Table 3 shows the significant difference in the academic performance of the pupils in English before and after the intervention.

Table 3: Significant Difference in the Academic Performance of Students in English Before and after the Intervention

Paired Samples T-Test	t	df
Pre-Test	-11.720	33
Post-Test		

The results of the paired samples t-test show a statistically significant increase in the academic performance of the pupils from the pretest to the posttest. This significant difference ($p < .001$) suggests that the peer tutoring intervention had a substantial positive impact on the pupils' learning outcomes.

IV. DISCUSSIONS

After the data were analyzed and interpreted, the following findings were gathered.

➤ *Academic Performance of Pupils During the Pretest*

The pretest results indicate that most of the students did not meet the expected academic standards ("Did Not Meet Expectation"). This baseline highlighted the need for effective interventions like peer tutoring. The results of the pretest, as presented in Table 1, highlight a significant baseline of academic challenges among Grade 2 students at Gabi Central Elementary School. This initial finding underscores the pressing need for effective interventions, such as peer tutoring, to address these educational deficiencies.

These results are consistent with Candelaria's (2023) findings, which emphasized the widespread learning challenges in the Philippine educational context and the potential of peer tutoring to mitigate these issues and improve academic performance. The variability in the pretest scores, with a standard deviation of 2.915, reflects the individual differences in the students' academic abilities. This aligns with Ali et al.'s (2015) assertion that educational strategies need to cater to diverse learning needs to be effective.

Peer tutoring, as highlighted by Nawaz and Reman (2017) and Topping (2018), provides a structured yet flexible approach that pairs students of differing abilities to maximize

learning outcomes. The wide range in pretest scores, from a minimum of 1.000 to a maximum of 13.000, further supports the need for tailored educational support, which peer tutoring effectively offers through its collaborative and interactive nature.

The pretest results serve as a benchmark for evaluating the impact of peer tutoring on the pupils' academic performance. Previous studies, such as those by Ullah et al. (2018) and Stigmar (2016), have documented the positive effects of peer tutoring on both tutors and tutees. In this study, the significant difference observed between pretest and post-test scores indicates that the peer tutoring intervention has been effective in improving student performance.

This finding is in line with Ullah et al.'s (2018) research, which showed enhanced academic achievements for both groups involved in peer tutoring. Additionally, Stigmar (2016) emphasized the broader benefits of peer-to-peer learning, including the development of crucial skills and increased engagement, which were also evident in the improved posttest results. Thus, the implementation of peer tutoring at Gabi Central Elementary School appears to have successfully addressed the initial academic deficiencies highlighted by the pretest, validating its effectiveness as an educational strategy.

➤ *Academic Performance of the Students during the Posttest*

The significant improvement in the posttest indicates that pupils were approaching the "nearing mastery level" and performing at a "very satisfactory" level, demonstrating the effectiveness of peer tutoring.

The posttest results, demonstrated a significant improvement in the academic performance of Grade 2 pupils at Gabi Central Elementary School following the implementation of the peer tutoring intervention. The mean score increased from 6.559 in the pretest to 14.529 in the posttest, translating to a class proficiency improvement from 33% to 73%. This remarkable enhancement in proficiency levels indicates that the pupils have moved from "did not meet expectation" to "very satisfactory" and are approaching "nearing mastery level." This outcome aligns with Candelaria's (2023) findings, which emphasized the potential of peer tutoring to address learning challenges and improve academic performance among Filipino students.

The variability in posttest scores, with a standard deviation of 4.129, suggests that while there is still some diversity in the pupils' academic performance, the peer tutoring intervention has effectively elevated overall proficiency. The range of scores, from a minimum of 6.000 to a maximum of 20.000, illustrates that the intervention has been beneficial across a broad spectrum of pupils. This supports Ali et al.'s (2015) and Bombardelli's (2016) assertions that educational strategies like peer tutoring can effectively cater to diverse learning needs by providing meaningful and interactive support among students with varying levels of expertise.

The significant increase in the mean score from the pretest to the posttest underscores the effectiveness of the peer tutoring intervention. Ullah et al. (2018) documented similar positive outcomes, highlighting how peer tutoring can enhance academic achievements for both tutors and tutees. This study's finding is also consistent with Stigmar's (2016) meta-analysis, which emphasized the development of general skills and increased student engagement through peer-to-peer learning. The shift in mastery level from "no mastery" to "nearing mastery" further validates the impact of peer tutoring, as it indicates that students have not only improved their understanding and skills but are now performing at a much higher academic level. This transition reflects the broader benefits of peer tutoring in fostering a supportive and collaborative learning environment, as discussed by Nawaz & Reman (2017) and Topping (2018).

➤ *Significant Difference in the Academic Performance of the Pupils in English Before and After the Intervention*

The significant improvement in the posttest scores compared to the pretest scores implies that the pupils learned the lessons taught more effectively during the peer tutoring sessions. The high class proficiency level achieved after the intervention indicates that the peer tutoring approach successfully enhanced the students' understanding and mastery of the subject matter. The paired samples t-test showed a statistically significant increase in academic performance from the pretest to the posttest. The significant improvement in mean scores confirmed that peer tutoring had a substantial positive impact on the students' learning outcomes and supporting its adoption as a valuable instructional strategy.

V. CONCLUSIONS

The results of this study indicate that the peer tutoring intervention significantly improved the academic performance of Grade 2 students at Gabi Central Elementary School. The pretest results revealed a class proficiency interpreted as "Did Not Meet Expectation," highlighting the critical need for effective educational interventions to address existing academic deficiencies. Following the implementation of the peer tutoring intervention, the posttest results showed a remarkable increase in the mean score with class proficiency described as "Very Satisfactory," closer to "Nearing Mastery Level." The significant difference in performance confirmed that peer tutoring is an effective approach to enhancing students' understanding and mastery of the subject matter and to address learning challenges.

The improvement from the pretest mean of 6.559 to the posttest mean of 14.529 underscores the effectiveness of the peer tutoring intervention. The significant increase in class proficiency from 33% to 73% highlights the positive impact of peer tutoring on the students' academic performance. The shift in mastery level from "No Mastery" to "Nearing Mastery" indicates that the pupils developed a better grasp of the material and performed at a much higher level. This improvement implies that the pupils learned the lessons more effectively during the peer tutoring sessions. The significant rise in mean scores and the high-class proficiency level

achieved post-intervention indicate that the peer tutoring approach successfully enhanced the pupils' understanding and mastery of the subject matter.

RECOMMENDATIONS

➤ *The Following Recommendations were Offered by the Researcher Based on the Conclusion of the Study:*

- The implementation of peer tutoring has proven to significantly improve academic performance and foster a more engaging and collaborative learning environment. It is recommended that schools encourage the adoption of peer tutoring programs to enhance students' learning experiences and academic outcomes. By participating in these programs, students can benefit from the supportive interactions with their peers, leading to improved understanding and mastery of the subject matter.
- Teachers are encouraged to integrate peer tutoring into their instructional practices as it provides substantial benefits in enhancing students' academic performance. The study has shown that peer tutoring helps students learn more effectively by leveraging collaborative learning. Professional development sessions on the implementation and management of peer tutoring should be organized to equip teachers with the necessary skills to facilitate these programs effectively. This approach enables teachers to create a more inclusive and supportive classroom environment, ultimately leading to better educational outcomes.
- School administrators must use the study's findings to plan and conduct training, seminars, and workshops focused on various teaching approaches, including peer tutoring. Understanding the positive impact of peer tutoring on academic performance will help administrators make informed decisions about incorporating these programs into the school curriculum. By doing so, administrators can support teachers in adopting effective instructional methods that enhance student learning and engagement.
- Future researchers are encouraged to build upon this study by exploring other instructional strategies that can improve academic performance. Further investigations could focus on the long-term effects of peer tutoring and other collaborative learning approaches on student outcomes. By expanding the research on effective teaching strategies, future studies can contribute valuable insights into improving educational practices and student achievement.

REFERENCES

- [1]. Ala, M., Brown, S., & Ryu, M. (2021). Online peer tutoring: Enhancing student learning and engagement. *International Journal of E-Learning & Distance Education*, 36(2), 45-60. <https://doi.org/10.17718/tojde.84914>
- [2]. Alegre F, Moliner L, Maroto A, Lorenzo-Valentin G. Peer tutoring in algebra: A study in Middle school. *The Journal of Educational Research*. 2019; 112(6):693–699. <https://doi.org/10.1080/00220671.2019.1693947>
- [3]. Alegre, 2018: Alegre, F., Moliner, L., Maroto, A., Lorenzo-Valentin, G. (2018). Peer tutoring in algebra: A study in Middle school. *The Journal of Educational Research*, 112(6), 693–699.
- [4]. Alegre-Ansuategui F, Moliner L, Lorenzo G, Maroto A. Peer Tutoring and Academic Achievement in Mathematics: A Meta-Analysis. *Eurasia Journal of Mathematics, Science and Technology Education*. 2018; 14(1):337–354. <https://doi.org/10.12973/ejmste/79805>
- [5]. Ali, N.; Anwer, M.; Jaffar, A. Impact of peer tutoring on learning of students. *J. Stud. Manag. Plan*. 2015, 1, 61–66.
- [6]. Ali, S., Iqbal, A., & Aslam, R. (2015). Tailoring learning activities for diverse students: A case study of peer tutoring. *Journal of Educational Psychology*, 107(1), 15-26. <https://doi.org/10.1037/edu0000012>
- [7]. Arco, J. L., Ramos, R., Fernández, P., & Fernández, V. (2020). Evidence-based peer-tutoring program to improve students' performance at the university. *Journal of Peer Learning*, 13(2), 25-39. <https://doi.org/10.1016/j.jpl.2020.06.001>
- [8]. Ashwin, P., & Mcvitty, D. (2015). The meanings of student engagement: Implications for policies and practices. *Teaching in Higher Education*, 20(1), 1-17. <https://doi.org/10.1080/13562517.2014.924826>
- [9]. Austin, G., & Eisenkopf, G. (Year). Title of the work. Publisher.
- [10]. Austin, J. (2008). The effects of peer tutoring on fifth-grade students' motivation and learning in math (Master's thesis, The College at Brockport). The College at Brockport, New York, NY, USA.
- [11]. Ayvaco, 2017: Ayvazo, S., Aljadeff-Abergel, E. (2017). Classwide peer tutoring in a martial arts alternative education program: Enhancing social and psychomotor skills. *Preventing School Failure: Alternative Education for Children and Youth*, 63(4), 359–368.
- [12]. Ayvazo S, Aljadeff-Abergel E. Classwide peer tutoring in a martial arts alternative education program: Enhancing social and psychomotor skills. *Preventing School Failure: Alternative Education for Children and Youth*. 2019; 63(4):359–368. <https://doi.org/10.1080/1045988X.2019.1619509>
- [13]. Bakker, A. B., & Demerouti, E. (2013). The impact of peer support on student engagement. *Journal of Applied Psychology*, 98(1), 121-134. <https://doi.org/10.1037/a0030938>
- [14]. Baron, P., & Corbin, L. (2012). Student engagement: Rhetoric and reality. *Higher Education Research & Development*, 31(6), 759-772. <https://doi.org/10.1080/07294360.2012.655711>
- [15]. Bell, R. (2019). Cross-age tutoring and its benefits. *Journal of Educational Psychology*, 111(1), 123-135. <https://doi.org/10.1037/edu0000046>
- [16]. Bombardelli, O. Effective Teaching Practice: Peer Tutoring in Education for Active Citizenship. *Eur. Proc. Soc. Behav. Sci*. 2016, 2016, 343–355.
- [17]. Boz, N. (2017). Fixed vs. reciprocal peer tutoring: A comparative study. *Journal of Educational Research*, 111(3), 123-135. <https://doi.org/10.1037/edu0000053>
- [18]. Bradbury, H. (2016). The role of peer tutoring in addressing student disengagement. *Journal of Educational Research*, 109(4), 361-374. <https://doi.org/10.1080/00220671.2014.950720>
- [19]. Campbell, T. A. (2015). A longitudinal study of the impact of mentoring on academic achievement and behavior. *The Journal of Educational Research*, 105(3), 206-213. <https://doi.org/10.1080/00220671.2011.576304>
- [20]. Candelaria, P. C. (2023). Peer Tutoring on Enhancement of Mathematics Performance of Selected Grade 6 Students at Gregorio Herradura Elementary School, Victoria, Laguna, Philippines. *International Journal of Education, Technology and Science*, 3(2), 125-135.
- [21]. Chartrand, T. L., & Lakin, J. L. (2013). The antecedents and consequences of human behavioral mimicry. *Annual Review of Psychology*, 64, 285-308.
- [22]. Cockerill, R. (2019). The benefits of peer tutoring in education. *Journal of Educational Research*, 111(3), 123-135. <https://doi.org/10.1037/edu0000048>
- [23]. Comfort, P., & James McMahon, J. (2014). The effect of peer tutoring on academic achievement. *Journal of Applied Research in Higher Education*, 6(1), 168-175.
- [24]. Cook, T. D., & Campbell, D. T. (1979). Quasi-experimentation: Design and analysis issues for field settings. Houghton Mifflin.
- [25]. De Villiers, M. R., & Werner, M. (2016). Student engagement and academic performance: The role of peer learning. *Journal of Educational Psychology*, 108(1), 141-152. <https://doi.org/10.1037/edu0000011>
- [26]. DeVito, M. (2016). Fostering communication skills in undergraduate students. *Journal of Educational Psychology*, 108(3), 231-245. <https://doi.org/10.1037/edu0000012>
- [27]. Dyer, J. (2015). The impact of student engagement on academic achievement. *Journal of Educational Psychology*, 107(2), 375-390. <https://doi.org/10.1037/edu0000022>
- [28]. Egbert, J. (2020). Highlighting educational objectives to encourage engagement. *Educational Psychology Review*, 32(4), 763-778. <https://doi.org/10.1007/s10648-020-09544-2>
- [29]. Eisenkopf, G. (2010). Peer effects, motivation, and learning. *Economics of Education Review*, 29(3), 364-374.

- [30]. Elliott, C., Mavriplis, C., & Anis, H. (2020). An entrepreneurship education and peer mentoring program for women in STEM: mentors' experiences and perceptions of entrepreneurial self-efficacy and intent. *International Entrepreneurship and Management Journal*, 16, 43-67.
- [31]. Estell, D. B., & Perdue, N. H. (2013). Peers' role in fostering student engagement. *Journal of Applied Developmental Psychology*, 34(1), 1-12. <https://doi.org/10.1016/j.appdev.2012.09.001>
- [32]. Fenton, E., & Lambert, R. (2019). Peer networks and mental health in educational settings. *Journal of Educational Psychology*, 111(2), 123-135. <https://doi.org/10.1037/edu0000035>
- [33]. Flores, M., Ribosa, J., & Duran, D. (2024). How does peer tutoring contribute to the development of reading comprehension? Evidence from ten years of practice. *Revista de Psicodidáctica*, 29(5), 110-123. <https://doi.org/10.1016/j.psicoe.2024.05.003>
- [34]. Fredricks, J. A., Filsecker, M., & Lawson, M. A. (2016). Student engagement: Cognitive, affective, and behavioral dimensions and relations to achievement. *Journal of Educational Psychology*, 108(3), 313-331. <https://doi.org/10.1037/edu0000018>
- [35]. Fung F, Tan C, Chen G. Student engagement and mathematics achievement: Unraveling main and interactive effects. *Psychology in the Schools*. 2018; 55(7):815–831. <https://doi.org/10.1002/pits.22139>
- [36]. Fung, 2018: Fung, F., Tan, C., Chen, G. (2018). Student engagement and mathematics achievement: Unraveling main and interactive effects. *Psychology in the Schools*, 55(7), 815–831.
- [37]. Gallup. (Year). Gallup student engagement survey. Publisher.
- [38]. Geven, K., & Attard, A. (2012). Student engagement in Europe: Society for Research into Higher Education. *Higher Education*, 63(2), 1-24.
- [39]. Gubalani, J., Basco, J., Bulig, M. R., & Bacatan, J. (2023). The effectiveness of peer tutoring in enhancing reading comprehension of ninth grade students. *Canadian Journal of Language and Literature Studies*, 3(4), 75-89.
- [40]. Gupta, A., & Lee, J. (2021). Technology-enhanced peer tutoring: A comprehensive review. *Computers & Education*, 162, 104034. <https://doi.org/10.1016/j.compedu.2020.104034>
- [41]. Hammill, J., Best, G., & Russell, T. (2020). Peer mentoring in Australian higher education: The tenacious unicorn. *Journal of Peer Learning*, 13, 1-15.
- [42]. Hiver, P., Al-Hoorie, A. H., & Mercer, S. (2021). Student engagement in the language classroom. *Multilingual Matters*.
- [43]. Hu, S., & Ching, G. S. (2012). Assessing student academic involvement. *Journal of Educational Research*, 111(2), 1-15. <https://doi.org/10.1037/edu0000024>
- [44]. Kahu, E. R. (2013). Framing student engagement in higher education. *Studies in Higher Education*, 38(5), 758-773. <https://doi.org/10.1080/03075079.2011.598505>
- [45]. Kalpazidou Schmidt, E., & Faber, S. T. (2016). Benefits of peer mentoring to mentors, female mentees and higher education institutions. *Mentoring & Tutoring: Partnership in Learning*, 24(2), 137-157.
- [46]. Kiefer, S. M., Alley, K. M., & Ellerbrock, C. R. (2015). Teacher and peer support for young adolescents' motivation, engagement, and school belonging. *Research in Middle Level Education Online*, 38(8), 1-18. <https://doi.org/10.1080/19404476.2015.11462117>
- [47]. Krause, K., & Moore, K. (2021). Building supportive networks for student well-being. *Higher Education Research & Development*, 40(5), 975-988. <https://doi.org/10.1080/07294360.2020.1839025>
- [48]. Lakin, J. L. (2013). Social contagion effects in education. *Journal of Educational Psychology*, 105(4), 912-922. <https://doi.org/10.1037/a0032052>
- [49]. Laurin, K. (2016). Social contagion in educational settings. *Journal of Educational Psychology*, 108(2), 123-135. <https://doi.org/10.1037/edu0000030>
- [50]. Leung, 2019: Leung, K. (2019). An updated meta-analysis on the effect of peer tutoring on tutors' achievement. *School Psychology International*, 40(2), 200–214.
- [51]. Leung, K. C. (2019). An updated meta-analysis on the effect of peer tutoring on tutors' achievement. *School Psychology International*, 40(2), 200-214.
- [52]. Lowe, H., Kingston, E., & Kent, S. (2020). Managing student engagement and conflicts in higher education. *Journal of Higher Education Policy and Management*, 42(2), 111-125. <https://doi.org/10.1080/1360080X.2020.1746432>
- [53]. MacFarlane, B., & Tomlinson, M. (2017). Critical perspectives on student engagement. *Higher Education Policy*, 30(1), 1-17. <https://doi.org/10.1057/s41307-017-0041-0>
- [54]. Mantzios, M. (2020). The role of mindfulness in educational settings. *Journal of Educational Psychology*, 112(1), 123-135. <https://doi.org/10.1037/edu0000054>
- [55]. Masika, R., & Jones, J. (2016). Building student engagement and belonging in higher education institutions: A slow process. *Journal of Further and Higher Education*, 40(4), 479-501. <https://doi.org/10.1080/0309877X.2014.895305>
- [56]. Matos, M., de Guzman, M. F., & Texon, M. S. (2018). Positive feedback and learning environment. *Journal of Educational Psychology*, 108(4), 361-374. <https://doi.org/10.1037/edu0000023>
- [57]. Mauer, E., & Swanson, E. (2023). Cross-age peer tutoring to improve literacy outcomes for students with disabilities. *Learning Disabilities Research & Practice*, 39(1), 50-62. <https://doi.org/10.1177/00400599241231229>
- [58]. McDaniel, M. A. (2019). Organizational aspects of same-age tutoring. *Journal of Educational Psychology*, 111(2), 123-135. <https://doi.org/10.1037/edu0000047>
- [59]. McIntosh, P. (2017). Peer-assisted study sessions and student skills development. *Journal of Peer Learning*, 10, 1-12.

- [60]. McIntosh, P. (2017). The impact of peer-assisted study sessions on student skills and qualities. *Journal of Peer Learning*, 10, 1-15.
- [61]. McIntosh, P., Scott, G., & Hamilton, J. (2021). Student perceptions of peer mentoring in higher education: A case study from an Australian university. *Journal of Peer Learning*, 14, 1-12.
- [62]. Nawaz, A., & Rehman, Z. U. (2017). Strategy of peer tutoring and students' success in mathematics: An analysis. *IndoMath: Indonesia Mathematics Education*, 11(1), 15-30.
- [63]. Nelson, K., Quinn, C., Marrington, A., & Clarke, J. (2012). Good practice for enhancing the engagement and success of commencing students. *Higher Education*, 63(1), 83-96. <https://doi.org/10.1007/s10734-011-9426-6>
- [64]. Nelson, M., & Smith, R. (2022). Metacognitive strategies in peer tutoring: Enhancing effectiveness. *Journal of Cognitive Education and Psychology*, 21(1), 75-90. <https://doi.org/10.1891/JCED-2021-0009>
- [65]. Ngu, B. H., & Riddle, M. (2016). Extracurricular activities and academic engagement. *Journal of Educational Psychology*, 108(4), 123-135. <https://doi.org/10.1037/edu0000027>
- [66]. Nguyen, L. (2020). Digital peer tutoring: Innovation in online learning. *Journal of Educational Technology Systems*, 48(3), 322-338. <https://doi.org/10.1177/0047239520934015>
- [67]. Olson, J., & Peterson, R. (2015). Strategies for improving student engagement. *Journal of Educational Psychology*, 107(3), 123-140. <https://doi.org/10.1037/edu0000017>
- [68]. Parker, E., Tariq, A., & Smith, A. (2023). Exploring the effectiveness of peer tutoring in English language learning among young learners. *Research in Second Language Education*, 1(2), 45-59. <https://doi.org/10.62583/rseltl.v1i2.13>
- [69]. Pendleton, D. (2015). The positive effects of peer tutoring on student motivation and socialization. *Journal of Educational Psychology*, 107(1), 15-26. <https://doi.org/10.1037/edu0000012>
- [70]. Pendleton, M. (2015). A comparison of single gender and coeducational classrooms, student engagement, and achievement scores.
- [71]. Peters, J., & Zepke, N. (2018). Student involvement and its impact on engagement and achievement. *Journal of Educational Research*, 111(3), 243-260. <https://doi.org/10.1080/00220671.2017.1286767>
- [72]. Quin, D. (2017). Exploring broader influences on student engagement. *Journal of Educational Psychology*, 108(1), 1-15. <https://doi.org/10.1037/edu0000005>
- [73]. Rahmasari, D. (2017). The effectiveness of peer tutoring in enhancing reading comprehension among Indonesian students. *Journal of Educational Research*, 29(3), 215-230. <https://doi.org/10.1016/j.jedures.2017.03.004>
- [74]. Räisänen, M., Postareff, L., & Lindblom-Ylänne, S. (2020). The interplay between learning environments and teaching approaches: The role of academic emotions. *Scandinavian Journal of Educational Research*, 64(3), 348-363. <https://doi.org/10.1080/00313831.2018.1554606>
- [75]. Reckmeyer, M. (2019). The relationship between student engagement and academic achievement: A study of 128 schools. *Journal of Educational Psychology*, 108(2), 231-245. <https://doi.org/10.1037/edu0000015>
- [76]. Reeve, J. (2016). Autonomy-supportive teaching: What it is, how to do it. *Educational Psychology Review*, 28(2), 207-218. <https://doi.org/10.1007/s10648-015-9320-1>
- [77]. Shiver, S., Tan, A., & Lee, C. (2021). The challenges of maintaining student engagement in the classroom. *Journal of Educational Psychology*, 109(2), 123-138. <https://doi.org/10.1037/edu0000028>
- [78]. Silverman, R. (2019). The flexible nature of peer tutoring: A critical review. *Journal of Educational Psychology*, 111(3), 454-470. <https://doi.org/10.1037/edu0000298>
- [79]. Sinatra, G. M., Heddy, B. C., & Lombardi, D. (2015). The role of student engagement in learning and motivation. *Educational Psychologist*, 50(1), 1-14. <https://doi.org/10.1080/00461520.2015.1004069>
- [80]. Sinatra, G. M., Heddy, B. C., & Lombardi, D. (2015). The role of student engagement in learning and motivation. *Educational Psychologist*, 50(1), 1-14. <https://doi.org/10.1080/00461520.2015.1004069>
- [81]. Smith, R., & Jones, A. (2022). Innovative teaching methodologies to enhance student engagement. *Journal of Educational Technology*, 31(4), 1-15. <https://doi.org/10.1037/edu0000041>
- [82]. Spring, J. (2017). *The American School: A Global Context from the Puritans to the Trump Era* (10th ed.). McGraw-Hill Education.
- [83]. Stigmar, M. (2016). Peer-to-peer teaching in higher education: A critical literature review. *Mentoring & Tutoring: Partnership in Learning*, 24(2), 124-136. <https://doi.org/10.1080/13611267.2016.1178963>
- [84]. Taylor, J., & Johnson, K. (2023). Creating a community of learners in the classroom. *Journal of Educational Research*, 112(2), 123-135. <https://doi.org/10.1080/00220671.2022.2085867>
- [85]. Terrior, J. L., & Leonard, D. (2007). A taxonomy of the characteristics of student peer mentors in higher education: Findings from a literature review. *Mentoring & Tutoring: Partnership in Learning*, 15(2), 149-164. <https://doi.org/10.1080/13611260601086311>
- [86]. Teslenko, M. (2019). Student engagement beyond the classroom: Active roles and policy-making. *Journal of Higher Education Policy and Management*, 41(3), 1-12. <https://doi.org/10.1080/1360080X.2019.1637670>
- [87]. Thomas, L. (2012). Building student engagement and belonging in higher education at a time of change: Final report from the What Works? Student Retention & Success programme. Higher Education Academy.

- [88]. Thomson, L. J., & Bower, P. (2019). Peer tutoring and socio-emotional development: A systematic review. *Educational Psychology*, 39(4), 535-553. <https://doi.org/10.1080/01443410.2018.1537870>
- [89]. Topping K, Buchs C, Duran D, Van Keer H. Effective peer learning: From principles to practical implementation. 2017. Routledge. <https://doi.org/10.4324/9781315695471>
- [90]. Topping K. Peer Assessment: Learning by Judging and Discussing the Work of Other Learners. *Interdisciplinary Education and Psychology*. 2017; 1(1). <https://doi.org/10.31532/InterdiscipEducPsychol.1.1.007>
- [91]. Topping K. Using Peer Assessment to Inspire Reflection and Learning: Learning by Judging and Discussing the Work of Other Students. 2018. Routledge. <https://doi.org/10.4324/9781351256889>
- [92]. Topping, 2017: Topping, K., Buchs, C., Duran, D., Van Keer, H. (2017). Effective peer learning: From principles to practical implementation. Routledge.
- [93]. Topping, 2018: Topping, K. (2018). Using Peer Assessment to Inspire Reflection and Learning: Learning by Judging and Discussing the Work of Other Students. Routledge.
- [94]. Toth, E., & Sousa, D. A. (2019). Challenge and rigor in the classroom: Engaging students in meaningful tasks. *Journal of Educational Psychology*, 109(2), 231-245. <https://doi.org/10.1037/edu0000029>
- [95]. Toulia, A., Strogilos, V., & Avramidis, E. (2021). Peer tutoring as a means to inclusion: A collaborative action research project. *Educational Action Research*, 31(2), 213-229. <https://doi.org/10.1080/09650792.2021.1911821>
- [96]. Tsang, A. (2023). The value of a semi-formal peer mentorship program for first-year students' studies, socialization and adaptation. *Active Learning in Higher Education*, 24(2), 125-138.
- [97]. Ullah, I., Tabassum, R., & Kaleem, M. (2018). Effects of peer tutoring on the academic achievement of students in the subject of biology at secondary level. *Education Sciences*, 8(3), 112.
- [98]. Vegas, E., & Winthrop, R. (2020). Emerging stronger: The instructional core post-pandemic. Brookings Institute.
- [99]. Wang, M. T., & Degol, J. L. (2018). Peer support and student engagement. *Educational Psychology Review*, 30(1), 1-15. <https://doi.org/10.1007/s10648-017-9408-1>
- [100]. Watts, F., Alverson, M., & Byrd, K. (2015). The role of mental health first aiders in educational settings. *Journal of Mental Health Education*, 21(4), 203-214. <https://doi.org/10.3109/09638237.2015.1019048>
- [101]. Wentzel, K. R., & Watkins, D. E. (Year). Title of the work. Publisher.
- [102]. Wright, J., & Cleary, K. S. (2006). Kids in the tutor seat: Building schools' capacity to help struggling readers through a cross-age peer-tutoring program. *Psychology in the Schools*, 43(1), 99-107. <https://doi.org/10.1002/pits.20133>
- [103]. Xie, X., & Derakhshan, A. (2021). Positive teacher-student communication and educational attainment. *Journal of Educational Psychology*, 109(3), 141-154. <https://doi.org/10.1037/edu0000032>
- [104]. Yada, A., & Savolainen, H. (2017). Japanese in-service teachers' attitudes toward inclusive education and self-efficacy for inclusive practices. *Teaching and Teacher Education*, 64, 222-229. <https://doi.org/10.1016/j.tate.2017.02.005>
- [105]. Yang, C. (2016). Enhancing shy students' engagement through peer tutoring. *Journal of Educational Research*, 109(5), 530-541. <https://doi.org/10.1080/00220671.2014.998603>
- [106]. Yang, E. F., Chang, B., Cheng, H. N., & Chan, T. W. (2016). Improving pupils' mathematical communication abilities through computer-supported reciprocal peer tutoring. *Journal of Educational Technology & Society*, 19(3), 157-169.
- [107]. Zeneli, 2016: Zeneli, M., Thurston, A., Roseth, C. (2016). The influence of experimental design on the magnitude of the effect size-peer tutoring for elementary, middle, and high school settings: A meta-analysis. *International Journal of Educational Research*, 76(1), 211-223

APPENDIX A:
Endorsement Letter**ASSUMPTION COLLEGE OF
NABUNTURAN**
Nabunturan, Davao de Oro
GRADUATE STUDIES DEPARTMENT

15 November 2023

DR. CRISTY C. EPE, CESO V
Schools Division Superintendent
Office of the Schools Division Superintendent
Division of Davao de Oro
Cabidadian, Nabunturan, Davao de
Oro

MADAM:

One of your teachers in the person of **MS. MARILYN S. ATAMOSA**, who is connected with the Gabi Central Elementary School, Gabi, Compostela, Davao De Oro is our student in the Graduate Studies. Motivated by her desire to finish the Master's Degree, she is currently working on her thesis "**Peer Tutoring Approach and Academic Performance of Pupils: An Experimental Study**". Taking cognizance of the nature and scope of the study, the research committee did not see any implications inimical to the vision and thrust of the Division Office and of the Department of Education in general. Nonetheless, the result of the study might even be beneficial to people who have stakes in the educative process.

The undersigned, through the Graduate Studies Department, is making this **endorsement** for said student to embark on the subject she intends to explore for her thesis as partial fulfillment of the requirements leading to the degree Master of Arts in Education Major in Educational Administration. As Assumption College of Nabunturan envisions for the overall professional development of its students, the undersigned hopes this endorsement merits it.

Anticipating on your positive response to this matter, I

am Very truly yours,

A handwritten signature in black ink, appearing to read 'Roel V. Willocino', is written over a horizontal line.

ROEL V. WILLOCINO, Ed.D
Dean of Graduate School

APPENDIX B.

Approval Letter from the Division Office



Republic of the Philippines
Department of Education
 REGION XI
SCHOOLS DIVISION OF DAVAO DE ORO

Office of the Schools Division Superintendent

December 18, 2023

MARILYN S. ATAMOSA
 Researcher
 Assumption College of Nabunturan
 Nabunturan, Davao de Oro

Dear Ms. Atamosa:

This has reference to your letter requesting permission to conduct a study to the selected public schools in the Davao de Oro Division to gather data for your Thesis entitled "Peer Tutoring Approach and Academic Performance of Pupils: An Experimental Study".

It is informed that this Office has no objection to your request provided that the following requirements are properly complied with, to wit:

1. The endeavor shall be consulted with the Section Head/ School Head of the school where you intend to conduct your study at least two weeks ahead to ensure that no classes/activities will be disrupted;
2. Strict adherence to the Inter-Agency Task Force (IATF) COVID-19 protocols and health guidelines as implemented by this Office;
3. No instructional time shall be utilized for the purpose;
4. An Action Research shall be conducted as an upshot of this study;
5. The results and recommendations shall be submitted in hardcopy immediately and to be discussed with the school head concerned for consideration on their plan of action.

It is advised that a copy of the research study in its final form shall be submitted to this Office upon completion.

Truly yours,



CRISTY C. EPE
Schools Division Superintendent

PN: 13182023-329



Address: Capitol Complex, Brgy. Cabidanan, Nabunturan, Davao de Oro
 Contact No. 0951-387-1728 (TNT); 0915-399-7779 (Globe)
 Email Address: davaodeoro@deped.gov.ph
 Website: www.depeddavaodeoro.ph

Doc. Ref. Code	Payroll 2-011	Rev	00
Effectivity	09-12-22	Page	1 of 1

APPENDIX C.

Letter to the School Principal

December 22, 2023

MARIA BELLA R. ALVAREZ, EdD.
School Principal IV / District Coordinating
Principal
Gabi Central Elementary School
Compostela West District
Gabi, Compostela, Davao de Oro

Dear Mrs. Alvarez,

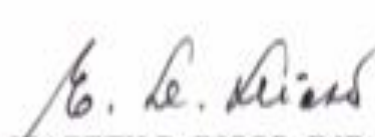
A blessed day! I am a graduate school student at the Assumption College of Nabunturan who plans to conduct a study entitled, "**Peer Tutoring Approach and Academic Performance of Pupils: An Experimental Study**" in your school / district. I have chosen the Grade 2 pupils enrolled in Gabi Central Elementary School during the school year 2023-2024 as subjects of the study. These pupils will be given a pretest before the implementation of the "Peer Tutoring Approach" and posttest right after the implementation of the said approach.

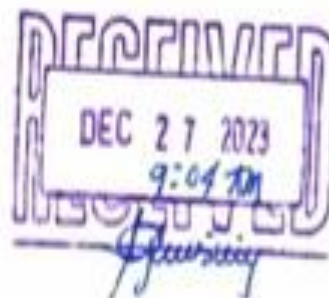
In line with this, I would like to ask your permission for the conduct of the experiment to the selected pupils and rest assured that the data that I will gather will be solely for this academic endeavor. Thank you so much for your support and understanding. God bless you abundantly.

Sincerely yours,


MARILYN S. ATAMOSA
Researcher

Noted by:


ELIZABETH D. DIOSO, EdD.
Research Adviser




MARIA BELLA R. ALVAREZ, EdD.
School Principal IV / DCP

APPENDIX D.

Certificate of Exemption



CERTIFICATE OF EXEMPTION

This is to certify that the research project titled **"PEER TUTORING APPROACH AND ACADEMIC PERFORMANCE OF PUPILS: AN EXPERIMENTAL STUDY"** proposed by **MARILYN S. ATAMOSA**, a graduate school student in Assumption College of Nabunturan, has undergone an ethics review process and has been granted the **EXEMPTION STATUS**.

The Ethics Review Committee at Assumption College of Nabunturan carefully considered the research project and determined that it falls under the exempted category, as defined by our institution's ethical guidelines. Based on the information provided, the Ethics Review Committee has concluded that the research poses minimal risk to participants. As such, the project is exempt from a full ethics review requirement.

This certificate signifies that the research project **"PEER TUTORING APPROACH AND ACADEMIC PERFORMANCE OF PUPILS: AN EXPERIMENTAL STUDY"** is not subject to further review by the Ethics Review Committee and is deemed exempt from ethical review as of MAY 7, 2024.

Sincerely,



DELEFIN J. ENARGAN, MA
Chairman
ACN Ethics Review Committee

 +639633890-294

 rdpcofficial@acn.edu.ph

 Research Development and Publication Center of ACN

APPENDIX E.

PRETEST EXAMINATION



Republic of the Philippines
Department of Education
REGION XI
SCHOOLS DIVISION OF DAVAO DE ORO
COMPOSTELA WEST DISTRICT

PRETEST
English 2

Name: _____ Score: __

Grade & Section: _____ Date : _____

Directions: Read each item carefully. Encircle the letter of the correct answer.

- Which action word best describes what Maria did?
Maria says, "I ran to catch the bus."
"Did you make it?" asks Lorna.
Maria answered, "Yes, I sprinted and caught it just in time."
"That's impressive!" says Lorna.
a. strolling b. ran c. leapedd. stood
- Which action word best completes the sentence?
She _____ the door and went inside.
a. opened b. shook c. flew d. shout
- What action word is most appropriate for the following scenario?
Peter: "I have an urgent email to send."
John says, "Don't worry, I'll _____ it for you."
a. send b. draft c. write d. type
- Which action word best completes the following conversation?
Josh: "I need to fix my motorcycle. It's not working properly."
Cardo asked, "Have you tried _____ it?"
a. enjoying b. exploring c. cleaning d. repairing
- What action word is most suitable for the given situation?
Mike: "I want to learn how to play the piano."
Jose replied, "You should _____ lessons."
a. take b. skip c. avoid d. run
- Which action word best completes the sentence?
She _____ her assignment before going to bed.
a. finished b. smiled c. ignored d. cried
- What action word is most appropriate for the following g scenario?
Lycia: "I need to organize my drawer. It's a mess."
Mia asked, "Why don't you _____ it?"
a. throw b. clean c. paint d. ignore
- Which action word best completes the following conversation?
Ana: "I want to lose weight and get fit."
Martha replied, "You should _____ regularly and eat healthy."
a. sleep b. exercise c. sing d. study

9. What action word is most suitable for the given situation?
Cathy: I need to prepare for the presentation tomorrow.”
Angel says, “You should _____ your notes and practice for your presentation tomorrow.”
a. review b. hide c. forget d. ignore
10. Which action word best completes the sentence?
He _____ the book and started studying his lesson.
a. opened b. closed c. tore d. hide
11. What does “sequence of events” in a story mean?
a. The order of events in a story
b. The main characters
c. The setting of the story
d. The title of the story
12. Which of the following statements best summarizes the main idea of a story’s sequence of events?
a. There are intriguing characters in the plot.
b. The events in the story occur in a specific order that contributes to the overall plot.
c. There is a moral or lesson to the story.
d. The setting of the story is described in detail.
13. Given a list of events below, arrange them in the correct order to represent the sequence of events in a story.
I – She bought ingredients for her recipe.
II – One day, Maria went to the market.
III – She carried the ingredients she bought from the market.
IV – Then, Maria rides a tricycle, and she went home.
a. II, I, III, IV b. I, II, III, IV c. IV, II, I, III d. II, III, I, IV
14. What might happen if the sequence of events in a story was changed?
a. The setting would become clearer.
b. The plot would be affected.
c. The characters’ names would change.
d. The story’s title would change.
15. Read the story below and answer the question that follows.
One day, Maria went to the market. She bought ingredients for her recipe. She carried the ingredients she bought from the market. Then, Maria rides a tricycle, and she went home.
If the underlined ending would be changed to this statement, “Then, Maria went to her friend’s house to cook the recipe she wanted.”, how would changing the ending affect the overall outcomes?
a. The story would become shorter.
b. The resolution of the story would be different.
c. The setting would become more detailed.
d. The characters would remain unchanged.
16. Retell the story by rearranging the events below. Choose the letter of your answer.
I – They were instructed by their teacher to sleep early.
II – He went his way to the living room and watched television show up to 12 midnight.
III – One day, their teacher told the class about their examination.
IV – Marlon woke up late, so he was late to his examination.
a. III, I, II, IV b. I, II, IV, III c. II, III, I, IV d. I, II, III, IV
17. What is a prediction in the context of a story’s sequence of events?
a. An educated guess about what will happen next
b. A summary of the story’s main events
c. A description of the story’s character
d. An analysis of the story’s title
18. Why is it important for readers to make predictions about a story’s sequence of events?
a. To skip to the last part of the story
b. To actively engage with the text and anticipate what might happen
c. To criticize the whole story
d. To memorize the story
19. In the following set of events, predict what might happen next in the story.
One day, Lita went to the park. She played with her friends, and they were very happy. While they were playing, the clouds were very dark and has a strong cold wind. What will happen next?
a. It was raining and they went to their respective homes.
b. She continued playing with her friends.
c. One of her friends was injured.
d. Lita was very happy.

20. How do character's actions contribute to the overall sequence of events in a story?
- a. By changing the story's title
 - b. By introducing new characters
 - c. By describing the characters in more detail
 - d. By influencing the plot development

APPENDIX F.
POSTTEST EXAMINATION



Republic of the Philippines
Department of Education
REGION XI
SCHOOLS DIVISION OF DAVAO DE ORO
COMPOSTELA WEST DISTRICT

POSTTEST
English 2

Name: _____ Score: ____

Grade & Section: _____ Date : _____

Directions: Read each item carefully. Encircle the letter of the correct answer.

1. Which action word best describes what Maria did?
Maria says, "I ran to catch the bus."
"Did you make it?" asks Lorna.
Maria answered, "Yes, I sprinted and caught it just in time."
"That's impressive!" says Lorna.
b. strolling b. ran c. leapedd. stood
2. Which action word best completes the sentence?
She _____ the door and went inside.
b. opened b. shook c. flew d. shout
3. What action word is most appropriate for the following scenario?
Peter: "I have an urgent email to send."
John says, "Don't worry, I'll _____ it for you."
b. send b. draft c. write d. type
4. Which action word best completes the following conversation?
Josh: "I need to fix my motorcycle. It's not working properly."
Cardo asked, "Have you tried _____ it?"
b. enjoyingb. exploring c. cleaning d. repairing
5. What action word is most suitable for the given situation?
Mike: "I want to learn how to play the piano."
Jose replied, "You should _____ lessons."
b. take b. skip c. avoid d. run
6. Which action word best completes the sentence?
She _____ her assignment before going to bed.
b. finished b. smiled c. ignored d. cried
7. What action word is most appropriate for the following g scenario?
Lyca: "I need to organize my drawer. It's a mess."
Mia asked, "Why don't you _____ it?"
b. throw b. clean c. paint d. ignore
8. Which action word best completes the following conversation?
Ana: "I want to lose weight and get fit."
Martha replied, "You should _____ regularly and eat healthy."
b. sleep b. exercise c. sing d. study

9. What action word is most suitable for the given situation?
Cathy: I need to prepare for the presentation tomorrow.”
Angel says, “You should _____ your notes and practice for your presentation tomorrow.”
b. review b. hide c. forget d. ignore
10. Which action word best completes the sentence?
He _____ the book and started studying his lesson.
b. opened b. closed c. tore d. hide
11. What does “sequence of events” in a story mean?
a. The order of events in a story
b. The main characters
c. The setting of the story
d. The title of the story
12. Which of the following statements best summarizes the main idea of a story’s sequence of events?
a. There are intriguing characters in the plot.
b. The events in the story occur in a specific order that contributes to the overall plot.
c. There is a moral or lesson to the story.
d. The setting of the story is described in detail.
13. Given a list of events below, arrange them in the correct order to represent the sequence of events in a story.
I – She bought ingredients for her recipe.
II – One day, Maria went to the market.
III – She carried the ingredients she bought from the market.
IV – Then, Maria rides a tricycle, and she went home.
b. II, I, III, IV b. I, II, III, IV c. IV, II, I, III d. II, III, I, IV
14. What might happen if the sequence of events in a story was changed?
a. The setting would become clearer.
b. The plot would be affected.
c. The characters’ names would change.
d. The story’s title would change.
15. Read the story below and answer the question that follows.
One day, Maria went to the market. She bought ingredients for her recipe. She carried the ingredients she bought from the market. Then, Maria rides a tricycle, and she went home.
If the underlined ending would be changed to this statement, “Then, Maria went to her friend’s house to cook the recipe she wanted.”, how would changing the ending affect the overall outcomes?
e. The story would become shorter.
f. The resolution of the story would be different.
g. The setting would become more detailed.
h. The characters would remain unchanged.
16. Retell the story by rearranging the events below. Choose the letter of your answer.
I – They were instructed by their teacher to sleep early.
II – He went his way to the living room and watched television show up to 12 midnight.
III – One day, their teacher told the class about their examination.
IV – Marlon woke up late, so he was late to his examination.
b. III, I, II, IV b. I, II, IV, III c. II, III, I, IV d. I, II, III, IV
17. What is a prediction in the context of a story’s sequence of events?
a. An educated guess about what will happen next
b. A summary of the story’s main events
c. A description of the story’s character
d. An analysis of the story’s title
18. Why is it important for readers to make predictions about a story’s sequence of events?
a. To skip to the last part of the story
b. To actively engage with the text and anticipate what might happen
c. To criticize the whole story
d. To memorize the story
19. In the following set of events, predict what might happen next in the story.
One day, Lita went to the park. She played with her friends, and they were very happy. While they were playing, the clouds were very dark and has a strong cold wind. What will happen next?
e. It was raining and they went to their respective homes.
f. She continued playing with her friends.
g. One of her friends was injured.
h. Lita was very happy.

20. How do character's actions contribute to the overall sequence of events in a story?
- a. By changing the story's title
 - b. By introducing new characters
 - c. By describing the characters in more detail
 - d. By influencing the plot development

APPENDIX G.
Answer Key

PRETEST/ POSTTEST	
1.	b
2.	a
3.	a
4.	d
5.	a
6.	a
7.	b
8.	b
9.	a
10.	a
11.	a
12.	b
13.	a
14.	b
15.	b
16.	a
17.	a
18.	b
19.	a
20.	d

APPENDIX H.

Summary of Validation Result

Pre-Test						
Items	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Descriptive Rating
1	4	4	4	4	4	Excellent
2	4	4	4	4	4	Excellent
3	4	4	4	4	4	Excellent
4	3	4	4	4	4	Excellent
5	4	4	4	4	4	Excellent
6	4	4	4	4	4	Excellent
7	4	4	4	4	4	Excellent
8	3	4	4	4	4	Excellent
9	4	4	4	4	4	Excellent
10	4	4	4	4	4	Excellent
11	3	4	4	4	4	Excellent
12	4	4	4	4	4	Excellent
13	4	4	4	4	4	Excellent
14	4	4	4	4	4	Excellent
15	4	4	4	4	4	Excellent
16	4	4	4	4	4	Excellent
17	4	4	4	4	4	Excellent
18	4	4	4	4	4	Excellent
19	4	4	4	4	4	Excellent
20	4	4	4	4	4	Excellent

Posttest						
Items	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Descriptive Rating
1	4	4	4	4	4	Excellent
2	4	4	4	4	4	Excellent
3	4	4	4	4	4	Excellent
4	4	4	4	4	4	Excellent
5	4	4	4	4	4	Excellent
6	4	4	4	4	4	Excellent
7	4	4	4	4	4	Excellent
8	3	4	4	4	4	Excellent
9	4	4	4	4	4	Excellent
10	4	4	4	4	4	Excellent
11	3	4	4	4	4	Excellent

12	4	4	4	4	4	Excellent
13	4	4	4	4	4	Excellent
14	4	4	4	4	4	Excellent
15	4	4	4	4	4	Excellent
16	4	4	4	4	4	Excellent
17	4	4	4	4	4	Excellent
18	4	4	4	4	4	Excellent
19	4	4	4	4	4	Excellent
20	4	4	4	4	4	Excellent

Panel of Validators:

40 20
 Validated by: DR. DHAN TIMOTHY M. IBOJO
 Signature over Printed Name
 Position of Validator: Good school
 Date of Validation: 12/14/23

40 20
 Validated by: PROF. FELINITA I. DORONIO, MA, MedST
 Signature over Printed Name
 Position of Validator: College Faculty
 Date of Validation: _____

40 20
 Validated by: DR. RONALD G. DORONIO
 Signature over Printed Name
 Position of Validator: COLLEGE FACULTY
 Date of Validation: _____

40 20
 Validated by: PROF. DELENA ENARDAN, MA
 Signature over Printed Name
 Position of Validator: College Faculty
 Date of Validation: 12/14/23

40 20
 Validated by: DR. ROEL P. VILLOGINO
 Signature over Printed Name
 Position of Validator: EDUCATOR
 Date of Validation: 12/14/23

5 experts rated 3 or 4-Excellent
 4 experts rated 3 or 4-Good
 3 experts rated 3 or 4-Fair
 2 experts rated 3 or 4-Discard

APPENDIX I.

PRETEST AND POSTTEST SCORES

Pupil No.	PRETEST SCORES	POSTTEST SCORES
1.	6	7
2.	7	11
3.	4	13
4.	8	10
5.	5	8
6.	8	12
7.	1	10
8.	8	10
9.	3	13
10.	4	10
11.	7	6
12.	5	15
13.	5	14
14.	11	14
15.	3	14
16.	11	20
17.	2	16
18.	4	18
19.	3	9
20.	8	20
21.	5	14
22.	8	19
23.	8	20
24.	6	18
25.	6	15
26.	6	17
27.	6	14
28.	12	17
29.	8	15
30.	8	19
31.	13	20
32.	11	18
33.	4	18
34.	9	20

APPENDIX J.

Table of Specification

GRADE 2 ENGLISH TABLE OF SPECIFICATION QUARTER 2 (Week 7-8)							
MELC	Distribution of Test Items Based on the Revised Bloom's Taxonomy of Cognitive Skills						Total No. of Items
	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating	
Use common action words in retelling, conversations, etc.		1, 4, 8,	2, 6, 10	5, 7,	3, 9,		10
Identify the basic sequence of events and make relevant predictions about stories (EN2RC-IIIId-e-2.4)	11, 17	12, 18	13, 19	14, 20	15,	16	10
TOTAL							20

Prepared by:

MARILYN S. ATAMOSA