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## **THE EFFECTIVENESS OF PEER TUTORING IN ELEVATING THE ACADEMIC PERFORMANCE OF KUPTM STUDENTS**

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### **ABSTRACT**

In most of the higher learning institutions, peer tutoring is becoming a phenomenon. Peer tutoring is an instructional learning method involving students teaching other students. Students work in pairs to help each other understand a subject or do an academic assignment. Peer tutoring works best when students of different skill levels collaborate. This study's primary purpose was to investigate the effectiveness of peer tutoring in elevating the academic performance of KUPTM students. The research site has been chosen to be conducted within KUPTM due to the samples mostly in the range of age from 18-31 years old. This will ensure that the researchers will receive answers and responses in a more matured and structured form. Furthermore, this research's specified area is justified to be in KUPTM because the ground objectives of this particular research are to explore the functionality of peer tutoring program as the element of elevation in the success and performance of KUPTM students.

### **ARTICLE INFO**

*Keywords:*

Peer tutoring,  
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## 1.0 INTRODUCTION

In fulfilling the needs of academic performance and success indicator within the implemented educational system across the globe, many ways and efforts are executed as plans and strategies for the students to be competent in achieving the targeted obligation. Nevertheless, there are abundant cases where students cannot reach the minimum requirement of the academic standard to remain within their educational institution. Thus, this has somehow lead to the result of students dropping out of school. According to Peterson, O'Connor and Strawhun (2014), the student drops out of school for many reasons. Among the most prevalent risk factors are academic difficulty and failures.

One of the strategies that have been implemented is a peer tutoring program. This strategy is also regular to be known in various names, yet, they brought the same idea of academic's strategy. Some of the names are peer tutoring, peer coaching, peer learning, peer-assisted learning, peer scaffolding and much more. Based on Alrajhi (2015), they implied that peer tutoring as a suitable learning method based on the idea of pairing students who share a common goal and 'asymmetrical' relationship. Peer tutoring can be deduced as a process of learning that involves peoples from similar social grouping who are not professional educators by teaching each other to learn and subconsciously gain the knowledge towards themselves within the learning process between one another. Peers are believed to provide more effective learning because they have experienced the same kind of learning problems previously which may lead them to be more sensitive and responsive to the tutees' target language needs (Nurhidayah, 2012). On top of that, taking this study onto the next definition of the key topic, tutoring, may strongly suggest that it is a process of coaching and assisting made among the group members across the learning process. The students' interactions with their friends call for "loops of feedbacks" which means they give, receive and respond to the feedback. This action triggers their cognitive processing and requires them to play an active role in their learning.

The teachers have always taught students. However, the teaching process in classes is insufficient due to the invisible gap that students might have placed between the authorised teachers and them. Commonly the student might feel shy or hesitant to participate in the classroom as the presence of a teacher is intimidating enough to limit their movement. Therefore, the student opted to participate in the peer tutoring programs that have been established to seek better comfort in learning.

As these tutoring programs require friends' involvement, those who need to be tutored or known as tutees manage to overcome the obstacles they face during the learning process in classrooms. As the tutors are among the circles of their correlations, it is believed that the peer-coaching programs can offer guidance to the students in a wise manner within the purview of studies. According to Goven (2016) has made this crystal clear as he mentioned in his study that students with comparable background cultivate understanding by facilitating one another to learn by sharing knowledge and experiences and inquiring dissimilar concepts and ideas. Furthermore, students are having difficulties in learning due to teachers' attitude towards the subject. To justify, teachers' perception of the subject taught by them influences their way of conveying students' knowledge. According to Oweini and Hourri (2006), only attitudes, which are derived from life experiences and education, can affect behaviour. For instance, teachers take students' understanding for granted as they view the topics in a specific subject to be easy. The students then are expected to learn at a fast pace the same way of the teachers' level of expertise. At the same time, the teachers have high expectations of the students to comprehend what has been lectured since they need to catch up with the syllabus in the education system.

Another factor that becomes the impediment from elevating the students' performance is peer influence as the pressure from the students' peers can lead students to unhealthy and unsafe behaviours and in their academic achievements (Leka, 2015). Be it in schools or high education institutions; the students can interact with the people around them freely. They open up to make friends and become closer to the ones who are likely similar to them. The characters of the friends they choose to get along with is important as the peers are the most potent source of influence, affecting virtually every aspect of development – cognitive, affective, psychological, and behavioural (Astin, 2015).

Peer tutoring programs in educational institutions can be considered a necessary supplement to be provided upon the students who need assistance in studies. Even though many prior research have declared that this program is a success to its participants, the factors that contribute to its effectiveness remain insufficient to be truly convinced of. By conducting this research, we urge to know the effectiveness of peer tutoring in elevating the academic performance of KUPTM students.

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Thus, the study aims to determine the relationship in peer tutoring in elevating the students' academic performance. Therefore the study wishes to address the issue via the research objective, namely:

RO1: To determine the relationship between academic and cognitive gain with academic performance.

RO2: To determine the relationship between the environment with academic performance.

RO3: To determine the relationship between social and behavioural support with academic performance

There are many types of research related to the effectiveness of peer tutoring program. Most of the studies have agreed that peer tutoring is useful to be applied in the education system. The research is significant because the finding will benefit to most of the students. This can be clarified when this study's result can be administered within the students' culture of studies across their academic orientation.

Furthermore, as for the administrators of secondary and higher education aware of this program's effectiveness, they can implement the program as one of the continuous tools in learning without hesitation. For educators, they will be able to generate new ways or improvise the traditional methods of their teaching in the classroom from the study carried out upon this peer-assisted learning. The participants of this program who are hugely impacted by this study can develop a high confidence level, cultivate problem-solving and communication skills and become more responsible for their learning.

## **2.0 LITERATURE REVIEW**

The study adopted a research model used by Ahmad, S.A. (2011). It represents four elements, which are home environment, study habit, learning skills, academic interaction.

### **2.2.1 Home Environment**

Reviewed literature indicated an awareness of the importance of the home environment or family on pupil's/students' academic performance. The home has a significant influence on the students' psychological, emotional, social and economic state. In Ajila and Olutola (2007) view, the state of the home affects the individual since the parents are the first socialising agents in an individual's life.

### **2.2.2 Study Habits**

Students' study habits may be relevant to the prediction of grades because it is possible that students' grades may be related to their study habits. Students with poor study habits may obtain lower grades than those with better study habits. The importance of the relationship between grades, instructor ratings and study habits has not been determined (Middleton, 1979).

### **2.2.3 Learning Skills**

Recent research has considered student behaviour and learning essential factors in students' academic success and retention. Hattie, et al. (1996) conclude that if we aim to increase student's academic success in higher education institutions, we must focus on interventions directed towards learning strategies. Suarez-Orozco et al. (2009) suggested that a direct intervention program like peer-tutoring should be developed as the learning strategies.

### **2.2.4 Academic Interaction**

Research on college students suggests that activities like advising could increase students' involvement in their college experiences. Colleges and universities could use strategic planning to design advising programs based on shared responsibility relationships and focused on students' success.

### **2.3.1 Academic & Cognitive Gains effect in elevating the academic performance**

Based on several scholars' previous definition, the research implied academic and cognitive gains as to enhance the mental action or process of acquiring knowledge and understanding through thought, experience, and the senses, also an impact that enhances students' academic achievement. Academic performance refers to the knowledge and skills

that students have mastered in a subject or a course. It is a measure of how well students have performed in the various assessment items set for them based on some educational criteria determined by professional educators (Lee, 2010).

One of the components that makes peer tutoring effective includes the academic and cognitive gains that the participants can obtain. As per said by Nguyen (2013), the triumph of peer tutoring depends on the academic and cognitive gains that the higher-performing mentors and low performing mentees receive in an individualised and positive way. Through the peer tutoring program, the students can mend their reading achievement since the tutors include reading comprehension exercises as one of the ways to help the students elevate their achievement in studies.

Reading is a complex cognitive process of interpreting symbols to construct or develop meaning (Ismail et al., 2012). Reading is essential as the resources of language acquisition, communication, and of sharing information and ideas. Like all languages, reading is a complex interaction between the text and the reader shaped by the reader's previous knowledge, experiences, attitude, and language community that is culturally and socially situated. As a result, the way or the method used by the tutors indirectly help the students who are the peer-assisted program participants to gain key reading skills and self-concept and competency in reading (Nguyen, 2013).

Most peer coaching participants have better reading skills after joining the program, which seems to lead to the applicability of peer tutoring in the academic and learning processes at schools and universities. Besides, students are also able to uplift their higher-order thinking through this program. This is because the participants are usually required to deliberate concepts in details, high-level questioning sessions to one another, and supportive communication skills (Nguyen, 2013). Based on the empirical findings from the previous studies, the researchers hypothesised that,

H1: There is a significant relationship between academic and cognitive gains towards academic performance.

### **2.3.2 Environment effect in elevating the academic performance**

The environment is the complete set of surrounding the ecological complex of physical, chemical and biological factors that act upon an organism, population or an ecological community and ultimately determine its form, functions and survival. According to Fleming and Younger (2012), the positive classroom environment can generate students' motivation in academic and enhance their learning. However, in the traditional classroom, learning is also where students experience peer pressure which unconsciously demotivates and changes one's behaviour to fit peers' expectations. This is because students feel that the class is part of the battlefield where students compete with each other by comparing their performance in class. This is where peer tutoring has come across to help the students advance their performance in college.

One of the factors which contribute to the effectiveness of peer tutoring is the environment. Bucholz and Sheffler (2009) stated that one's academic achievement and a sense of pride, are influenced by a warm and friendly environment. During peer tutoring session, the tutoring session which consists of tutees in a small group or 'one tutor-one tutee' will be held indoor and outdoor places other than the traditional classes. As an instance, indoor places include café, library and also study room. On the other hand, outdoor places could include campsites near a beach with an air- opened condition to ensure that the students are not bored with the place every time. Thus, the study hypothesised that,

H2: There is a significant relationship between the environment towards academic performance.

### **2.3.3 Social & Behavioral Support effect in elevating the academic performance**

Social and behavioral support is the perception and actuality that one is cared for has assistance available from other people. Social support groups can be a source of informational support, by providing valuable educational information, and emotional support, including encouragement from people experiencing similar circumstances (Helgeson. et al., 1996).

A peer tutoring program is no longer a new tool in the learning process nowadays. The pertinence of peer tutoring program in academic purpose is undeniable since many have proven that peer tutoring program that has been used across academic subjects is indeed one of the effective ways to improve students with low academic performance (Nguyen, 2013).

Furthermore, today's academic performance is crucial as it can be said to be a mandatory condition to secure the bright future of the students. Although it is an excellent motivation to rejuvenate the students to study hard and achieve high grades, this requirement somehow turns the low achievers' lives among students upside down. Some feel overwhelmed and start to disengage as they fall behind in their coursework, eventually giving up the hope that they will be able to catch up with their high-achiever peers (Peterson, O'Connor & Strawhun, 2014). This will cause them to take their studies for granted and start to have behaviour problems as they think their effort in studies is useless. Hence, they achieve less in studies and have low performance. However, a considerable amount of research has revealed that providing academic support in the form of peer-assisted learning provides an obtainable path towards success (Balfanz et al., 2002). Based on the justifications from the previous studies, the researchers hypothesised that,

H3: There is a significant relationship between social and behavioural support for academic performance.

The conceptual study framework is developed based on the empirical findings from the previous research. Figure 1 shows that the framework consists of academic and cognitive gains, environment, and social and behavioural support as the independent variables and academic performance as the dependent variable.

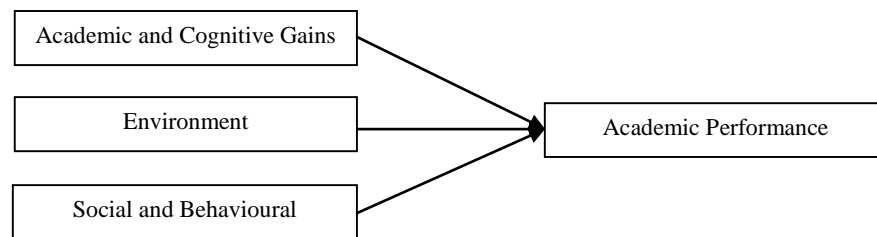


Figure 1: Conceptual framework

### 3.0 METHODOLOGY

A survey was conducted to gather data to meet the research objective. The questionnaire were distributed through the online via WhatsApp application to the potential respondent. The students of KUPTM KL from various courses and level of education focus on this study as the respondents. The questionnaire consisted of 30 questions divided into sections A, B, and C. all of the questions are based on the previous research in the same area of study. The study applied the five-point scale from 1- Never, 2- Rarely, 3-Sometimes, 4- Often and 5- Always to gather the respondent feedback. The questionnaires are adapted from the previous researches, Galaviz, V. (2009).

This study's unit of analysis is a student from Kolej Universiti MARA Kuala Lumpur (KUPTM KL). The respondents are from different background of courses and level of education; Foundation, Diploma and Degree. Hence, for the preliminary study, 100 responses have been collected. The prime reason for the researchers selected KUPTM KL students because of their former experience involved in peer-tutoring. The study applied quota sampling to select the respondent. In addition, the study applied a quota sampling technique to select the respondent. It is because quota samples only require sample meet of target number of individuals with specific characteristics, which normally used in market research (Brick, 2014).

Before the actual data collection, the research conducted a preliminary study to reduce bias and questionnaire validity and reliability issues. The study conducted a content validity test by sending the proposed questionnaire to the content expert to ensure that the items are suitable for measuring the selected variables.

For the reliability test, the study used Cronbach Alpha guidelines to ensure the questionnaire items are consistent. Using the Cronbach Alpha, the research's reliability was acceptable in the range of 0.7 and above Taber (2018). The reliability test indicated the Cronbach alpha value for this research questionnaire was acceptable in the range of 0.7 and above.. Thus, the items in the questionnaire are considered consistent.

### 4.0 FINDINGS AND DISCUSSION

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The study performed a descriptive analysis to measure the frequency and inferential analysis to test the research hypotheses.

**Table 1: Respondent demographic**

Measurement	Items	Percentage
Gender	Male	45.6%
	Female	54.4%
Semester	1	5.8%
	2	5.8%
	3	8.7%
	4	15.5%
	5	15.5%
	6	18.4%
	7	9.7%
	8	13.6%
	9	6.8%
Age	18-20	12.6%
	21-23	39.8%
	24-26	38.8%
	27-31	8.7%

Table 1 indicated the respondent demographic analysis. As stated in the table, the number of females who responded to the survey is more than that of the male respondents. The table shows that 54.4% respondents are female while male respondent only 45.6%. This indicated that there are more female students who enrol in the peer tutoring program compared to men. For the semester part, the highest percentage of students who answered the questionnaire is semester 6, with the percentage of 18.4%. The highest average age who responded to the questionnaire is 21-23 years old, with 39.8%. This shown that the students who might be enrolled in the peer tutoring program are among that particular age.

**Table 2: Descriptive Analysis of Environment**

	1	2	3	4	5	Mean	Standard Deviation
<b>Environment</b>							
Do you able to help others in learning?	0.0	5.2	18.1	29.6	47.0	4.19	0.910
Do you think your relationship with students and teacher are good?	0.4	3.7	17.0	39.1	40.7	4.15	0.860
<b>Do you manage to have a good friendship with the peer tutors?</b>	<b>0.0</b>	<b>1.1</b>	<b>10.0</b>	<b>34.1</b>	<b>54.8</b>	<b>4.43</b>	<b>0.716</b>
Do you able to develop your problem-solving skills by dealing with the peer tutoring?	0.4	3.0	14.8	30.0	51.9	4.30	0.855
Do you agree that peer tutoring intervention is good to be in the classroom?	0.4	5.9	13.0	32.6	48.1	4.22	0.914
Do you want to receive tutor in the future?	0.7	2.6	18.9	29.6	48.1	4.22	0.892
Do you think peer tutoring bring on your feeling of achievement and fulfillment of yourself?	1.9	1.9	14.1	40.7	41.5	4.18	0.875

Do you agree that peer tutoring helps in decreasing negative interactions with tutors?	1.1	2.6	12.6	34.8	48.9	4.28	0.863
Do you love to identify yourself as a peer tutor if you are a tutor?	1.5	5.2	15.9	35.2	42.2	4.11	0.955
Do you agree that peer tutoring helps in changing students' perception of tutors?	7.0	12.6	15.6	28.1	36.7	3.75	1.266

As shown in Table 2 in the Environment item, “Do you manage to have a good friendship with the peer tutors?” has the highest overall mean (M=4.43, S.D= 0.716) and “Do you agree that peer tutoring helps in changing students’ perception of tutors?” with (M= 3.75, S.D=1.266) has the lowest overall mean. Respondents responded to these statements based on a five-point Likert scale (ranging from 5= “Never”, to 1= “Always”). The findings indicated that among friends, tutees tend towards more verbalisation of their problem-solving, with their tutors adopting a more questioning tutoring style, while among strangers, tutees use more shallow questions, with more procedural instruction from their tutor (Michael. A, 2016). Based on the result, it concluded that the majority of the respondents agreed that peer tutoring manage to have a good environment, so it could increase in elevating the academic performance of KUPTM students

**Table 3: Descriptive Analysis of Academic and Cognitive Gain**

	1	2	3	4	5	Mean	Standard Deviation
<b>Academic &amp; Cognitive Gain</b>							
Do you think peer tutoring help you revise and reinforce your existing knowledge when you tutor?	0.0	1.5	15.2	39.3	44.1	4.26	0.766
Do you able to increase on your understanding and mastery of the subject matter when u join peer tutoring?	0.4	1.1	11.9	33.7	53.0	4.38	0.765
Do you think peer tutoring help you in improving your language matter?	0.7	7.4	23.7	33.3	34.8	3.94	0.974
Do you think peer tutoring will help you in exchanging tips with your friends?	0.7	2.2	13.3	34.4	49.3	4.29	0.836
Do you think peer tutoring can contribute to the effectiveness in terms of studies?	0.7	1.5	8.9	40.7	48.1	4.34	0.763
Do you think peer tutoring is relevant to be applied within the academic system?	0.7	2.6	18.9	29.6	48.1	4.22	0.892
Do you think peer tutoring is a good platform of study to increase your knowledge and understanding?	1.9	1.9	14.1	40.7	41.5	4.18	0.875
Do you think peer tutoring help you in developing your communication and listening skills?	1.1	2.6	12.6	34.8	48.9	4.28	0.863
Do you think the tutors and tutees helps you in giving different strategies in studies?	1.5	5.2	15.9	35.2	42.2	4.11	0.955
Do you agree that Peer tutoring can help students in improving their academic	0.7	2.6	18.9	29.6	48.1	4.22	0.892

As shown in Table 3 in the Academic and Cognitive Gain items, “Do you able to increase on your understanding and mastery of the subject matter when u join peer tutoring?” has the highest overall mean (M= 4.38, S.D= 0.765) and “Do you think peer tutoring help you in improving your language matter?” with (M= 3.94, S.D= 0.974) has the lowest overall mean. Respondents responded to these statements based on a five-point Likert scale (ranging from 5= “Never”, to 1= “Always”). The findings indicated that most of the respondents agree that the effectiveness of peer tutoring in

elevating the academic performance. Students are able to work together as equals and gain a better understanding of the materials by learning from each other. (Brigitta, 2017).

**Table 4: Descriptive Analysis of Social and Behavioral Support**

	1	2	3	4	5	Mean	Standard Deviation
<b>Social &amp; Behavioral Support</b>							
Do you have any difficulties regarding your participation in peer tutoring?	0.4	6.3	10.0	37.4	45.9	4.22	0.893
Do you able to develop on your responsibility?	0.0	6.7	13.3	39.3	40.7	4.14	0.889
Do you be more patient when people asking for your help?	0.7	2.6	18.9	29.6	48.1	4.22	0.892
Do you like serving the role as a tutor/tutee?	1.5	4.4	18.5	32.2	43.3	4.11	0.959
Do you think tutees will regard that you are proud to be a peer tutor?	1.9	4.8	14.1	35.6	43.7	4.14	0.959
Do you think peer tutoring helps in improving	0.4	3.7	17.0	39.1	40.7	4.15	0.860
social interactions among the tutors?							
Do you agree that Peer tutoring can help improving the social interaction among the tutees?	1.1	1.9	18.1	30.4	48.5	4.23	0.888
Do you like to help others in learning process?							
Do you agree that peer tutoring can help tutors/tutees to be more competent in academic?	1.5	5.2	15.9	35.2	42.2	4.11	0.955
Do you think you are good in helping others in terms of learning process?	1.9	1.9	14.1	40.7	41.5	4.18	0.875

As shown in Table 4 in the Social and Behavioral Support items “Do you agree that Peer tutoring can help improving the social interaction among the tutees?” has the highest overall mean (M= 4.23, S.D= 0.888) while “Do you like serving the role as a tutor/tutee?” has the lowest overall mean (M= 4.11, S.D= 0.959). Respondents responded to these statements based on a five-point Likert scale (ranging from 5= “Never”, to 1= “Always”). This study defines the effectiveness of peer tutoring related with the social and behavioral support in elevating the academic performance, Peer tutoring is a very successful and effective practice methodology to help students increase their academic and social skills (L.J. O’Shea,2010). However, the findings concluded that peer tutoring helps students increase their socialisation skills and accelerate their confidence and motivation.

**4.1 Hypothesis Testing**

Correlation analysis tests the significant relationship between the academic and cognitive gains, social and behavioral support, and the environment towards the effect in elevating the academic performance. Guildford’s rule of thumb used to determine the strength of the relationship between the variables. Table 5 showed the Guildford Rule of Thumb:

**Table 5: Guildford Rule of Thumb table**

Value, r	Strength
< 0.2	Negligible Relationship
0.2 to 0.4	Low Relationship
0.4 to 0.7	Moderate Relationship
0.7 to 0.9	High Relationship
>0.9	Very High Relationship



**Table 6: Result of correlation test for Environment (E) and Academic Performance (AP)**

	Correlation, r	p Value	Result
E > AP	0.623	0.000	Significant

This hypothesis proposed that the environment affects academic performance. The hypothesis was tested and shown a statistically linear relationship ( $p < 0.01$ ). Moreover, the relationship's direction is positive because the environment and academic performance correlated with each other. Therefore, both variables tend to increase together. It can conclude that when the higher the students' qualities, the higher the motivation towards their academic performance. Finally, based on the Guildford rule of thumb, the environment has a moderate relationship with students' academic performance (0.623).

The current study suggested that one of the factors contributing to peer tutoring's effectiveness is the environment. The positive classroom environment can generate students' motivation in academic as well as enhancing their learning. This is because students feel that the class is part of the battlefield where students are competing with each other by comparing their performance in class and the one with lower grade will definitely discourage. This is where peer tutoring has come across to help the students to advance their performance in college. It can be concluded that the probability for the relationship between these two variables to increase at the same time is high.

**Table 7: Result of correlation test for Academic and Cognitive Gains (ACG) and Academic Performance (AP)**

	Correlation, r	p Value	Result
ACG > AP	0.522	0.000	Significant

This hypothesis proposed that Academic and Cognitive Gains affects academic performance. The hypothesis was tested and shown a statistically linear relationship ( $p < 0.01$ ). Moreover, the direction of the relationship is positive because the Academic and Cognitive Gains and academic performance correlated with each other. Therefore, both variables tend to increase together. It can be concluded that when the higher of Academic and Cognitive Gains, the higher the effect in elevating the students' academic performance. Finally, based on the Guildford rule of thumb, Academic and Cognitive Gains has a moderate relationship with academic performance (0.522).

Thus, the current finding suggested that the students who are participated in peer-to-peer tutoring will have a positive effect in elevating their academic performance. This has shown that the correlation of the relationship between two variables is significant. Therefore, Through peer tutoring program the students can mend their reading achievement since the tutors include reading comprehension exercises as one of the ways to help the students elevate their achievement in studies.

**Table 8: Result of correlation test for Social and Behavioral Support (SBS) and Academic Performance (AP)**

	Correlation, r	p Value	Result
SBS > AP	0.499	0.000	Significant

This hypothesis proposed that Social and Behavioral Support affects academic performance. The hypothesis was tested H2 is supported. The direction of the relationship is positive because Social and Behavioral Support with academic performance correlated with each other. Therefore, both variables tend to increase together. Furthermore, from this relationship, it can be concluded that the more increase of social and behavioral support happens between the students, the more the effect towards the student's academic performance. Finally, based on the Guildford rule of thumb, Social and Behavioral Support has a moderate relationship with academic performance (0.499).

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The findings demonstrated that with peer tutoring program, as they interact and learn from their peers who understand them better since they have the same background as students, the social culture they are instilling at the same time is closely aligned with academic performance, and improvement in behaviour supports is likely to lead to improve student academic performance.

## 5.0 CONCLUSION

This study aims to find a practical approach to peer tutoring in elevating the academic performance of KUPTM students. Because it was found there is an invisible gap exist between the teacher and student in a class. The gap led to student feel intimidated because of shy and unconfident to participate in the classrooms. Thus, peer-tutoring is another best approach to ensure the student to remain excel in their academic.

However, what is the best approach to peer-tutoring is the question the research wishes to address. Thus, the study has developed a conceptual research study to address the issue. A specific hypothesis was also developed to test the cause and effect factor and simultaneously meet the research objective.

The study findings indicated academic and cognitive gain, social and behaviour support, and the environment are related to the respondent academic performance, although it shows only a moderate relationship.

The findings in this study are important evidence that academic & cognitive gains, environment and social & behavioural support could be the factor to the students' effectiveness of peer tutoring program. With the introduction of this peer tutoring program will surely attract more students to join this program. The effectiveness of peer tutoring program is among the main reason for the students to join it. As per mentioned in the findings, each variable indicates that joining the peer tutoring program will give them many advantages to succeed in academic performance.

The study also encountered several limitations while conducting the study. Firstly, for this analysis, obtaining a sample is restricted only to online application modules such as Whatsapp and Twitter. The explanation for the selected medium of respondents' responses was only using a smartphone or internet due to today's quick and easy process. Nonetheless, there are several other ways of obtaining data for research purposes, such as a direct interview.

Secondly, this study is a quantitative research-based design that focuses on the mean and standard deviation by using the Guildford rule of thumb to find its correlation value. The thesis focuses on quantitative research because of the researcher's better understanding of the creation of more reliable research. Furthermore, this study should also be planned for qualitative research because it also meets the criteria for quality research to be developed.

Lastly, this research's data collection process is limited by the use of Google Form only for the distribution of the questionnaire. Many other questionnaire formats are available on the internet.

In order to mitigate limitations in the analysis, the research carried out has been performed scrupulously, but the researcher is expected to resolve the problems. The analysis attempted to build instruments for the efficacy of the peer tutoring programme against the students' academic success. First and foremost, the study focuses on using an online application to conduct the survey, such as Whatsapp and Twitter. There are also other methods for collecting data, such as direct interviews and e-mail surveys distributed on the internet. Therefore, the researcher suggested using a range of methods proposed in terms of the factors influencing a large number of respondents for future study. This is important for the quality and reliability of the results obtained for the research performed to be trustworthy.

Furthermore, the study conducted was limited only to quantitative research but not to qualitative research. This analysis will guide qualitative research for future studies as it has the evidence required to monitor the variables. Therefore, since the data collected is available, the guideline for doing qualitative research does not find a problem.

Finally, potential researchers can use other questionnaire delivery methods such as SurveyMonkey, PaperForm and JotForm, aside from Google Form, to build a better research value. Therefore, to ease the procedure, the suggestion of such issues should be taken into account by the prospective researcher.

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