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Research Article

Peer Tutoring Rather than Traditional Lecture Method: A Phenomenological Study

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ABSTRACT

Peer tutoring is one of the teaching methodologies that allow tutee to learn from their peers that might be their class fellow or senior student either from the same department or not. Tutees are allowed to ask questions from them without any restrictions. The study was conducted to identify the effect of peer tutoring on intrinsic motivation, social intelligence, and the study skills of prospective teachers. Phenomenological design was carried out in this study, where the qualitative data was collected with the help of semi-structured interviews. The sample of 6 students was selected from the class of B.Ed. Hons, (7th semester) at the Division of Education by using purposive sampling. Manual thematic analysis was performed to analyze the perceptions of the experimental group. Results reflected that students found themselves motivated due to performing the role of tutor and tutee; alternatively, they became socially intelligent and they improve in their study skills. Hence, it is recommended that our university teachers should practice peer tutoring rather than mere traditional lecture method in their classrooms in order to boost up their intrinsic motivation towards studies especially in those subjects that students consider as difficult like Research Methods in Education.

Key Words: Peer, Tutor, Tutee, Research, Prospective teachers

Introduction

Education brings change in human behavior, it makes human beings superior to all other creations because of their capability to modify themselves as changes came in their culture. The role of teachers is very important in such adaptation. Teachers are supposed to deliver their knowledge to their students according to their abilities that they have to meet the purpose of education (Khatoon, 2012; Mart, 2013). They assist students in learning; teaching is not mere presenting information in front of the class or students. It requires the active involvement of students to learn new knowledge which is associated with prior information (Kumashiro, 2015). There could be many ways through which students received guidance from their teachers, for instance (analyzing the students' mistakes, probing to help students to identify and then

rectify those mistakes, and skills development). It only becomes possible by the active participation of teachers as well as their students (Kumashiro, 2015).

Rapid advancement in every field of life changes the mind of people. Therefore, people preferred to follow the modern trends that changed the routine work of humans. Hence, the education system also needs to be revised to meet the current challenges that can be achieved by modifying the curriculum, teaching methodologies, and process of evaluation on a regular basis. In the modern era, a collaborative teaching-learning environment in classrooms is required (where students can cooperate with each other) over an isolated classroom setup. In developed countries, the student-centered approach is followed instead of a teacher-centered approach. These practices are also observed in Pakistan, but still, teachers hold a dominating position in the class. Therefore, students feel hesitant to express their ideas. Students don't feel free to interact with each other and to discuss their problems. According to Bogler (2018), the student-centered approach gives an opportunity to the students to participate, express their opinions, display their hidden talent, and share problems with their fellows and teachers.

There exist individual differences in humans that cannot be excluded at any stage (either in academic or professional life). Therefore, learning activities should be designed that can accommodate the needs of students. Considering this reality, it is a teacher's duty to incorporate activities that promote learning in their students (that could be involving students in discussion, assign group-oriented tasks, or learning from a fellow student (Ali, Anwer, & Abbas, 2015). Students learn better when they learn from their peers; such teaching method is known as peer tutoring (PT) (Comfort & McMahon, 2014), in which a slow learner is paired with an active learner (Hott & Walker, 2014) who plays the role of a tutor (Gucciardi, Mach, & Mo, 2017; Ullah, Tabassum, & Kaleem, 2018) to get maximum benefits in learning from each other (Nawaz & Rehman, 2017). It improved the learner's scholarly achievement in a small group setting, social relationship (Backer, Keer, & Valcke, 2015), and concept of their self and inspire them to learn (Reitz, Zimmermann, Hutteman, Specht, & Neyer, 2014). This strategy is also used to improve the student's behavior during group assignments by permitting them to have benefit intrinsically through teaching and learning from one another in the classroom setting (Nguyen, 2013).

Effective learning of students could be possible by adapting peer tutoring, as it allows immediate feedback from the tutor (Scruggs, Mastropieri, & Marshak, 2012) that might not be possible in the traditional lecture method. Peer Tutoring (PT) contributes in a positive way making students more attentive, self-governing and allows students to arrange their learning activities with their fellows without any restriction, and most importantly PT makes students master of what they learn (Backer et al., 2015). PT is a method that is proved beneficial in improving a student's achievement. As students achieve high grades that were taught through PT than those learners who were not peer tutored, and also to the previous year learners who are not peer tutored (Comfort & McMahon, 2014).

Generally, it is observed that students perform better in the form of groups. As it accommodates hesitant and sluggish participants so that they could perform relatively better as they become motivated to work in such a setting (Nawaz & Rehman, 2017). It allowed students to socially interact with peers, teachers, and others to improve their cognitive abilities (Nguyen, 2013). This helps students to understand their lacking areas and immediate feedback from their fellow effect their learning abilities and they can analyze themselves (Ullah et al., 2018). This feeling of belongingness proves beneficial for the students to grow academically as support, that a student has from his peer becomes the reason to boost up his/her intrinsic motivation (IM). Contrarily, no or limited support from his/her peer in the classroom leads to a negative effect on IM (Reindl, Berner, Scheunpflug, Zeinz, & Dresel, 2015).

IM is important to gather student's eagerness to pursue successful learning. It refers to behavior that is inspired by the inner rewards of a person or it is a motivation that naturally satisfies a person. It drives a person to perform his assignments for the sake of his own satisfaction and happiness. A student becomes motivated by receiving responsibilities; when other people show trust in his abilities, he collaboratively works with his peers and he is reinforced to perform the task in a competent manner (Ryan & Deci, 2017). There are many factors that are associated with IM that are: challenges (when a person faces some sort of challenges either in academic or personal life, he/she became motivated to make almost impossible task possible), sense curiosity (such thing can observe in our surroundings, children prefer to do

[1]Dr. Saba Farooq, [2]Muhammad Luqman Khan, [3]Dr. Mazhar Iqbal Bhatti, [4]Dr. Rabia Afzal

those things that are banned from their parents or society), feeling to be the part of the competition, fulfilment of some sort of responsible duty and most importantly the concept to have recognition of their work. Therefore, when students are assigned to perform the duty of tutor they become motivated, for this, they happily spend time to understand all the relevant material that assist them in conveying the concept easily (Brophy, 2013).

IM is associated with the effective learning of students by maintaining their eagerness (Ryan & Deci, 2017). The benefits of PT are many as it motivates students intrinsically by promoting learning through peers (Backer et al., 2015). Particularly, PT motivates a student intrinsically and promotes socially shared cognitions and peer learning (Backer et al., 2015). IM drives a person to perform an assignment for the sake of his own satisfaction and pleasure. Such motivation is related to the satisfaction of the student, high self-esteem, and great progress in academic assignments. Online peer learning among students has a significant positive impact on learners' motivation and academic performance (Razak and See 2010).

Human beings are considered social animals; they need others for the accomplishment of their tasks. For this, they should become able enough to understand others. Social intelligence (SI) is implied as a person's ability that supports him/her to communicate in a better way; it is a learned ability that includes awareness of the situation, understanding about the dynamics of the society, and self-awareness (Moulton, 2018). SI is the capacity to coexist in a better way with others and to motivate them to collaborate with others. It implies the ability of a person to act wisely in relationships and to complete group assignments. It is thought that SI involves being intelligent in relationships (Dubey, 2016). To have a socially intelligent behavior of a person, he accepts the change in self-reflection and social process. It is the ability of an individual to first know about the emotions, thinking, and behavior of people and then behave according to them. If someone is not able to understand all then it might cause a hurdle in social relationships (Orosova & Gajdosova, 2009).

The concept of social intelligence allows a person to know about the thoughts, feelings and behaviors of people in different gatherings. It makes individuals capable to have the ability and awareness to resolve their social problems (Abuhashim, 2008). PT expects students to set up a social association with fellow students. It is a procedure in which people who belong to an almost similar social gathering help others in learning through instructing. It helps to develop satisfaction at work and maintain relationships with friends or fellows while working in a group setting (Joseph & Lakshmi, 2010).

Study Skills (SS) empower the students to make the most effective utilization of their opportunity, time, assets, and academic potential. Such skills and abilities are vital for comprehension and memorization. These skills evolve and are advanced through training, experimentation, criticism from others. These are categorized as skills that have importance not only for understanding but also for retrieving information and particularly creating the bridge between knowledge and memory (Cottrell, 2013). Such skills enable us to learn with efficiency and also to retain in our memory for the long term for future use. Motivation proves as the source of encouragement for students to learn and allowing them to concentrate on their studies, restrict them from performing such activities that are not related to the course objectives. The students with high motivation are enthusiastic to find solutions to the problems that they face. According to Flores and Duran (2013), tutors' self-concept of reading is improved by PT, as this practice allows the students to listen to others, they become able to analyze their own lacking areas that need improvement by evaluating others efforts to perform the assigned task.

In Pakistan, teachers mostly (used lecture method) focus to convey knowledge to students which they have used instead of giving them a deep understanding of the subject (Mehmood & Zahoor-ur-Rehman, 2011). Students cram the lessons instead of learning the whole idea. Teachers are forced to cover a given content in a specific time and they don't o relate the content with daily life examples; that is why students are not able to grab the core sense of the topic which is taught. A high number of students are present in one class is one of the reasons that teachers can't fulfill the needs of individual students; as a result, the quality of education is badly affected (Malik, 2011).

The intention behind this study was to highlight the difference between two styles of learning: learning from one another (PT) and the traditional way of learning (learning from the teacher). By providing an environment where they could become intrinsically motivated, socially intelligent, and could also

improve their study skills. For this purpose class-wise peer tutoring (CWPT) was used instead of the traditional lecture method. This study may be helpful for the administration and faculty of higher educational institutions by highlighting the importance of different and innovative teaching methodologies like peer tutoring. The study's results may be significant to identify those factors that motivate students of higher education to learn more efficiently and effectively as they have to become productive members of society in the near future.

Research Questions

This study was conducted to attain the following research questions:

1. What was the experience of participants of the experimental group regarding peer tutoring?
    1.1. What was the role of peer tutoring to intrinsically motivate student teachers?
    1.2. How has peer tutoring developed social intelligence in student teachers?
    1.3. How has peer tutoring improved the study skills of student teachers?

Materials and Methodology

A phenomenological design was carried out in this study, where the qualitative data was collected with the help of semi-structured interviews. The target population of the present study was all student teachers enrolled in public universities of the province of Punjab. The sample of 6 students was selected from the class of B.Ed. Hons, who were enrolled in the 7th semester at the Division of Education by using purposive sampling. Two low achievers, average and high achievers were selected on the basis of their achievement scores (CGPA) in previous semester. There different level of results in their previous semester represents nature of maximal variation among the participants selected. These students were gone through peer tutoring intervention throughout the semester. A semi-structured interview protocol was developed by the researcher to identify participants' perceptions regarding peer tutoring and its effects on their intrinsic motivation, social intelligence, and study skills after the intervention. Manual thematic analysis was performed to analyze the perceptions of the experimental group.

Intervention

The intervention period consisted of 18 weeks, whereas 2 classes in each week. One of the sections of B.Ed. (Hons) program, were selected as experimental group. The pre-test was administered to measure the intrinsic motivation, social intelligence and study skills of student teachers. After administering the pre-test, the researcher gives training to the experimental group on peer tutoring. Training was given in two phases: in first phase training was given to the whole experimental group and in second phase training was given to the tutors before their turn of tutoring according to the topic that they were supposed to be taught to their peers.

Qualitative Instrument

In the current study, the inquirer developed a semi-structured interview protocol covering peer tutoring, training for peer tutoring, role as tutor and tutee, intrinsic motivation, social intelligence and study skills. Interviews were conducted with students by having one-on-one interaction to make them comfortable, which allowed them to share the information without hesitation. The Inquirer audiotaped all the interviews conducted in the Urdu language because participants felt comfortable responding in their local language. It consisted of seven questions covering different ideas to know about training that they receive at the start of intervention about peer tutoring, their overall experience about peer tutoring, and explore the effect of peer tutoring on their intrinsic motivation, social intelligence, and study skills. The

[1]Dr. Saba Farooq, [2]Muhammad Luqman Khan, [3]Dr. Mazhar Iqbal Bhatti, [4]Dr. Rabia Afzal

audio-recorded interviews were transcribed and also translated into the English language from the local Urdu language. After that, the manual thematic analysis was done by the researcher. Researcher recorded the responses of each participant with the help of an audio recorder with their consent. With the help of these recordings, the researcher transcribed all interviews for further analysis. Different categories emerged from the participants' responses that indicate the positive and negative aspects of peer tutoring. The researcher marked them with different color fonts in Microsoft Word. The researcher put similar codes together in order to draw themes from them.

Qualitative Data Analysis
Perception of Student Teachers Regarding Peer Tutoring
        In answer to the first question of interview that was about the training of peer tutoring that they receive at the start of semester, six out of six student teachers said that training session was very helpful for them to learn multiple concepts effectively like work together, responsibility, tolerance (not to being violent while working with others always have patience and tolerate others. They learn what actually the peer tutoring is, before this they confused the term with "pair tutoring" as the P 2 said:
"Before training we were not familiar with such type of tutoring. I took it as working of two people. As word pair comes in it. But after receiving training, I corrected my misconception that it is peer not pair. Initially, I was confused what is going to happen, or what we are supposed to perform, and how we are going to cover the course. But all the confusions and misconceptions become clear just after receiving training especially practice sessions of training. My conceptions were may be due to one reason that I never learned about such type of teaching methodologies, even we learned a course general methods of teachings but in this course our teacher did not tell about this. Overall the training was very helpful for me to clear my concepts."
Similar kind of response was given by P3, as she commented:
"Before training of peer tutoring we were not familiar with it, we learnt different method of teaching but not this one. In training we came to know about it. So training session was effective as learned to perform in group setting while behaving as tutor and tutee"
The concepts of tutor and tutee is cleared by attending the training. It was evident from the response of P 4 that was:
"Training was beneficial for us to develop understanding about the peer tutoring, how to perform when we become a tutee and what are the responsibilities of a tutor".
Three of them replied that they learn how to work with other in group setting, without being violent or aggressive with others as P 6 said:
"We get a concept about what is a peer tutoring, how we should work with in a group without being intolerant. So overall training was sufficient for developing our concept and it was effective too".
In the same they improve their performance while working in group, as P1 mentioned that:
"We learn how to involve in group activities in a better way as often we have to perform assignments in groups. Normally it happened that students feel reluctant to engage or feel hesitation to interact in group"

Tutee Behaviour
In response to the second question, the majority of student teachers (five out of six) mentioned that the behaviour of their tutees gradually became well with them. Initially, they were actually annoying. The above mentioned situation is reflected by participants' responses as P1 said:
"Initially, when I performed the role of tutor at that time I felt difficulty as tutees were not cooperating with me and they were annoying but after attending first class they realize that now throughout the semester, we will learn through peer tutoring. Then I did not feel such hurdles. Even after that they understand me and content that I was supposed to teach them but also shared information that they have on that particular topic".
Same kind of response quoted by P4:
"In start of the semester students were not take seriously, they remained relax and not to bother what I was telling to them. They were annoyed at that time and created disturbance. Even they were not to understand when I was giving examples to them. Even they complain to teacher that they are not understanding, but

not to ask me. But, when my group shuffled and became tutor I was much more comfortable with them,and they cooperated with me".

Sometimes they tried to complete the activity as soon as possible as they were more interested to go outside the classroom instead to remain inside the classroom and be the part of any sort of learning activity.

"I worked with such people who were not cooperative with me as they wanted to complete the task as soon as possible because they wanted to go outside the class".

But few of them (one out of six) participants point out that she never faced any difficulty in dealing with their tutees as P5 revealed that:

"By the grace of Allah Almighty, all my tutees were cooperative with me. As there exists a threat that they also have to perform the role of tutor. If they create disturbance, then they have to go through from the same situation in coming days".

They ask question from their tutors without any hesitation, it is reflected from the response of P3:

"It was very beneficial for shy students, who remained silent in class, they asked questions without hesitation".

In the same way P2 quoted that:

"They easily ask questions when they don't understand something. They frankly mention that I did not understand that point repeat it again. Even they asked me twice if they remained unable to understand. Overall they behave positively. They cooperate with me and ask questions conveniently when they feel difficulty in understanding any point"

Tutors' Way of Tutoring

While discussing the way, their tutor used to follow during tutoring, all six participants revealed that they were satisfy with the performance of their tutor and they work collaboratively. Conveniently asked questions in case of any ambiguity.

P2 shared this idea:

"Yes I am satisfy with the performance of my tutors. When I was unable to understand them, I asked to repeat the point. When still we felt any ambiguity we take assistance from our teacher to help us clear the concept".

P3 expressed her experience as:

"Yes I am satisfy from the teaching of my tutor. Once it happened that I was unable to understand what she was talking about. For the clarification of that topic I requested her to repeat the point once again, meanwhile other tutee helped me to understand the concept".

Same thing quoted by P4:

"When I was unable to understand any point I asked my tutor, then if the point remained unclear then we collectively ask question to teacher".

In contrast to once exception as P1 was sharing her experience and said:

"Once, when I played the role of tutee, I felt my tutor was not comfortable in working with me, as they normally request me to say something about the topic in order to explain it. It seems as if she did not want to perform her duty properly in my presence, as she think I'll explain everything to rest of the tutees".

Peer Tutoring

Student teachers gave very positive remarks about peer tutoring. They found it very helpful in learning many ideas for instance: work with different people in different situations, interact with all in an appropriate wat, promote confidence especially in shy students, they also learn time management.

P1 commented on all those things that she learnt through peer tutoring as:

"I learnt a lot through it. Because I learn how to perform my duty in different situation with different people. And I also learn how to accomplish assigned task with in prescribed time period".

P2 mentioned the benefits of peer tutoring as:

"Overall learning through peer tutoring was good. Before this we learnt through a traditional teaching learning method. We just attend the lecture either we are understanding the points or not, teachers gave their lecture and leave the classroom without bothering. But in peer tutoring on regular bases, some students become tutors, rest of the class performed the role of tutees. We interact with each other. It is not

[1]Dr. Saba Farooq, [2]Muhammad Luqman Khan, [3]Dr. Mazhar Iqbal Bhatti, [4]Dr. Rabia Afzal

necessary that student feels comfortable with every class fellow or chat them. But in peer tutoring as our turns and groups shuffle throughout the semester, it gives a chance to interact with them in a positive way".
P3 feel comfortable while learning through peer tutoring as it allowed individuals to learn inside the classroom from their peers as she said:
"Overall peer tutoring was good as it allows to discuss thing with our fellows and ask questions without hesitation that help us to develop understanding, that promote to have fully command on topic".
P4 pointed out some other important aspects of peer tutoring as:
"Through peer tutoring was not only complete in the content of our course outline but it increased our confidence, improved our communication skills because when we perform in a group setting we have to interact with other that minimize the element of shyness. It strengthens our bonding with our whole classmates, due to shuffling of groups we interact different members of the class on regular bases".
But contrast to the above mentioned, few of them also mentioned that it is a time consuming activity, it create disturbance issues in class. It was cleared with the statement of P6 as she mentioned"
"But it was a time consuming activity, sometimes it also creates discipline issue in class".
P4 also give similar kind of response:
"But sometimes it happened it became the reason of disturbance in class. It is a time consuming".

Peer Tutoring and Intrinsic Motivation

While discussing about their motivation all six students replied that they felt they became intrinsically motivated, and were able to focus on their assigned task, enjoyed their learning and also become determined to accomplish the task because of peer tutoring.
P5 expressed her peer tutoring journey is such words:
"Yes I found myself motivated. The feeling to become a tutor is very pleasant, either we have to learn more but the concept that you are going to teach is very motivating. I fully focused on my assigned task, I tried my best to complete the assignment or convey the information in such a way that tutees could learn properly. Only first time, I felt hectic to play the role of tutor as in such situation I have to read and prepare notes in such a way that makes possible to share information with others properly. But when I realized that it was beneficial for me then I started enjoying peer tutoring. For this purpose I prepared my mind in such a way that I was responsible for this topic I hade to cover it by giving my best, and this thing could not be possible without firm determination".
P4 gave the same kind response, she also mentioned that she learned things by enjoying them:
"In other classes teachers assigned topics for presentations and students remained conscious from the time of topic allotment till presentation even during presentation. But in peer tutoring situation is not same, there I remained relax as I have to teach only in group and I could discuss or seek help from my tutees in case of any difficulty. While in other presentations I have to just give lecture, and then answer the questions if time left, otherwise not. In peer tutoring I remained involved in tutoring without hesitation, any kind of tension related things motivate me, on other hand rest of the tutees were also motivated as they know they are allowed to ask question and take part in discussion and then their tutor will give feed back to them either they were right or not. I learnt things by enjoying them. I tried to convey the information in such way that captured interest of tutees, ultimately it remained also enjoyable for rather than boring. I found myself determined to understand especially difficult topics by having guidelines from teacher or discussing with peer if I remained unable to understand individually".
On the other hand one of the participant mentioned that it becomes quite boring to perform the role of tutor, but on the same time she also mentioned that she is much more confident after continuously working in group setting, as she commented that:
"I felt motivated after learning through peer tutoring. Due to my shy nature, I find myself really reluctant or you can say uncomfortable to ask questions from others. But in such a setting I performed both role tutor and tutee, it improves my communication, now I talk much more confidently with others that thing boosts my motivation. I learned difficult topics as peer tutoring allowed me to ask questions and have guidance from the teacher, tutor, and also from other fellows. Throughout the semester I learned different things by enjoying them because we sit, learn, and discuss in a group setting. But sometimes it becomes boring for

me as I have to perform the role of tutor, and I was responsible at that to answer my tutees. But on the same, I feel determined to give my best while tutoring. I have to perform well".

Peer Tutoring and Social Intelligence

When I inquired about their social intelligence, all participants replied that peer tutoring was beneficial for them to learn how to work in a group setting by understanding others. It is evident from the response of P1:

"I always feel hesitant, I never feel comfortable to work in a group setting. As I become aggressive if someone is not listening me, I can't bear such behavior of others. But due to practicing peer tutoring where I have to work with different people, I learnt to work in group setting by understanding others' viewpoints to accomplish the task".

In this regard P5 commented that:

"*Peer tutoring was helpful to work with different people, listen them, appreciate their positive things and convey information by considering their calliper and temperament. It helps to develop our skill to work with different people having different nature".*

All of them feel improvement in their communication with others, as P1 said:

"I learn it's important to listen others as well communicate with others in such an effective way that others understand me and follow my instructions".

P2 reflected similar kind of views:

"Due to peer tutoring social interaction became better as we worked in group setting throughout semester. Before this we collaborate or work together just at the time of presentations as they were assigned in groups, whereas tutors change on daily bases and groups also shuffle on regular intervals"

She also told that:

"In previous semester I remained reluctant to talk to others, I just talk to the point to them. But now we work with every member of the class as group members and keep on shuffling. So, now I can interact with them without any hesitation".

P3 revealed very positive change in herself after peer tutoring as she said:

"After working in group setting now I can interact with other with confidence, before this I was afraid to have eye contact while talking with others by thinking that others will laugh at me"

They become able to understand needs of others. They learn, first they should listen to others and then give their opinion. As P1 mentioned that:

"I also become able to realize that others are understanding me or not. I can't move on to the next topic till understand fully. I judge this from their facial expression".

On the same pattern P2 pointed out that:

"I found myself able to realize the problems of others".

P4 said that:

"*I react according to the temperament of others. I could realize that if one ask question just because to irritate me, or genuinely she is facing difficulty in understanding any point".*

Many of them replied that they become much more supportive for their peers in order to accomplish their academic assignments. As P5 stated that:

"If my fellows are in trouble as not picking the point etc. then I am always ready to help them".

P2 also quotes her supportive behavior with their peers, she said:

"I tried to remain supportive for others if my tutees feel difficulty in understanding the idea, completing any assigned task, searching the material or any other issue related to studies, they came to me and guide them".

Majority of participant responded that they learn to remain be patient while working with others as P6 said:

"I learn how to remain patient while working with others. We should not become hyper if a tutee was not understanding some points".

P3 shared their experience by saying:

"Such setting also promoted tolerance in me, when tutees asked questions, I replied them with patience".

[1]Dr. Saba Farooq, [2]Muhammad Luqman Khan, [3]Dr. Mazhar Iqbal Bhatti, [4]Dr. Rabia Afzal

Peer Tutoring and Study Skills

In response to last question, all participants agreed that their study skills were improved. They mentioned that due to the peer tutoring they read whole content that they found relevant to their assigned topic, P1 conveyed her views as:

"I found reading a boring task, but performing the role of tutor promote reading habit in me. As it demands to have fully grip on the content matter that I am supposed to deliver to my tutees".

P2 expressed her motivation behind the improvement of reading skills as:

"In other subjects if teacher gave some notes or reading material that consist on 10-15 pages. We just thought how we would go through from all the pages. But in peer tutoring we have to perform the role of tutor we wish not to perform better but to give our best. For this we consult different things like, books article or even we read online material that is related to my topic".

All the participants replied that the found improvement in note taking skills. But only one of them responded that they found no improvement in note taking skills in such words:

"I found no improvement in note taking skills because I found it difficult to write that is why I tried to avoid to write".

Majority of participants said that they find better ways to memorize things due to the practice of peer tutoring, P2 highlighted this thing as:

"And for memorize the points, I tried to write important point in key forms, numeric form that recalled to me this point is linked to this one or other. By adopting this strategy I memorize the concept in spite of cramming".

P3 talk about the ways to memorize the things as:

"To memorize things I used to draw pictures, graphs or flowcharts".

Similar kind of response came from P4:

"I use to draw pictures, tables, flowchart to memorize things".

They learn time management skills due to the practice of peer tutoring in which they were assigned to complete their task in prescribed time period. P6 expressed her experience in such words:

"Initially I really feel difficulty to manage all the things in such a limited time period. But gradually I feel improvement in time management skills for this I always put watch on my hand and divide total time in chunks according to the tasks".

P5 also shared the same thing:

"It also helps to improve time management skills in us. As we have to tackle different tasks like delivering the content, assessment and feed back in limited time".

Conclusion and Discussion

It is concluded that training of peer tutoring was very helpful to develop their concept about peer tutoring. The tutees behavior gradually becomes better with their tutors. Tutees were satisfied with the performance of their tutors. Overall, peer tutoring was very helpful for them as they boosted their self-confidence, communication, time management skills, and many more. They comfortably learn through their peers as they were able to ask questions without any hesitation, resultantly they learn to work with different people of different temperaments without being aggressive. They become intrinsically motivated, as they become able to focus on their assigned task, enjoyed their learning, and also determined to accomplish the task because of peer tutoring. It was helpful for them to be socially intelligent as they learned how to work with others by understanding them, they learn to communicate with others with confidence, and their abilities of social efficacy and advancement also become better. Similarly, it was also supportive of improving their overall study skills, as their reading skills improved, they learned to adopt different strategies to memorize things and they learned to manage their time productively.

The qualitative results of the present study exhibited that tutors and tutees took time to familiarize themselves with their roles and responsibilities, and gradually they started to cooperate with each other. These results are well in alignment with previously conducted researches by Backer et al., (2015) according to them, peer tutoring participates needs time (their performance gradually become better in three or fourth

peer tutoring session) to understand how they are supposed to practice and also to improve their skills that are required to for group learning.

Results of the current research reflected that students of the experimental group feel motivated themselves by learning through peer tutoring as they were assigned to perform the role of tutor, this concept of being responsible for someone learning boost their motivation level and they competently work with their peers in a group setting. Similar results were reported by Cavallaro in 2006. According to him, students become motivated when they act as a teacher in such a situation they try to give their best.

Results of the current study showed that peer tutoring was helpful for both tutors and tutees to be socially intelligent as they learned how to work with others by understanding them, they learn to communicate with others with confidence, and their abilities of social efficacy and advancement also become better. Similar results were reported by Curry (2016); according to her findings through peer tutoring students become able to communicate in such a manner that others could understand them. But, contradictory results were presented by Galaviz (2009), as she indicated that peer tutoring was not remained helpful to develop social interaction among bullies. The reason behind this discrepancy is may be the difference that exists in the context of both studies. As the current study was carried out with student teachers but Galaviz's study was for bullies, or it might be due to the use of different research instruments in both studies.

Findings of the qualitative data revealed that peer tutoring is supportive of improving overall study skills among student teachers, as their reading skills improved, they learn to adopt different strategies to memorize things and they learn to manage their time productively. Similar results were exhibited by Curry (2016), as she pointed improvement skills that allow students to memorize things after receiving intervention of peer tutoring.

Hence, it is recommended that our university teachers practice peer tutoring rather than mere traditional lecture method in their classrooms to boost their intrinsic motivation towards studies, especially in subjects that students consider difficult like Research Methods in Education.

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