

Effects of Peer Tutoring to the Academic Performance and Attitudes in Reading Comprehension of Grade Six Pupils of Keat Elementary School: Basis for a Remedial Program

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Abstract: Reading comprehension is a fundamental skill that significantly influences academic achievement and lifelong learning. However, many elementary pupils encounter difficulties in understanding and interpreting texts, which underscores the need for effective interventions. Peer tutoring is a collaborative strategy that encourages participation, enhances comprehension, and builds confidence. This study aimed to determine the effects of peer tutoring on the academic performance and attitudes toward reading of Grade Six pupils at Keat Elementary School, with the goal of developing a remedial program. A descriptive-correlational design was employed, involving Grade Six pupils in a structured peer tutoring intervention. Data were gathered using researcher-made tests and questionnaires, and then analyzed using weighted mean, standard deviation, Pearson correlation, and other statistical tools. The findings revealed that pupils attained high levels of reading comprehension and developed positive attitudes following the intervention. Notable improvement was observed in academic performance, while self-efficacy and engagement showed positive effects. Additionally, significant positive relationships between academic performance and attitudes indicated that learners with positive attitudes achieved better outcomes. These findings suggest that peer tutoring is an effective strategy for enhancing both the cognitive and affective aspects of reading. It is recommended that teachers integrate peer tutoring into reading instruction, and schools should consider implementing the proposed remedial program to strengthen pupils' skills, motivation, confidence, and engagement.

Keywords: *academic performance, peer tutoring, reading comprehension, and reading attitudes.*

INTRODUCTION

Reading comprehension is a crucial skill in the 21st century that forms the backbone of learning and professional success. It helps learners make sense of texts and tackle complex cognitive tasks (Apiles 2025). Globally, there has been a drop in comprehension levels among elementary students, which has led organizations such as UNESCO and OECD-PISA to push for innovative and learner-focused teaching methods. These reforms have introduced digital literacy, critical thinking, and motivational strategies (Gontijo, 2024; Martínez-Bravo et al., 2022; Whitney-Smith, 2023). Reading remains a major hurdle in the Philippines. National assessments show consistently low performance, often due to limited vocabulary, insufficient instructional time, a lack of materials, and students' lack of engagement (Apiles, 2025; Idulog et al., 2023). To tackle this, the Department of Education (DepEd) has rolled out specific interventions, such as remedial programs and tech-based tools such as READTECH 1.0, which have been effective in boosting literacy in public schools (Quimsing & Ortega-Dela Cruz, 2024; Rafanan

& Raymundo, 2024). In addition, there is a growing push to make teaching more relevant to students by using digital tools through frameworks such as PREACT to change literacy education (Chavez & Palaoag, 2024; Esteban et al., 2024). These efforts highlight the importance of foundational comprehension for the academic success of Filipino learners. The Philippines' National Reading Program aims to boost students' reading comprehension and literacy. Some of the main initiatives include Every Child a Reader Program (ECARP), Catch-Up Fridays, and the National Learning Recovery Program (NLCP). These programs focus on collaborative, evidence-based teaching to cater to different learner needs and enhance reading skills (Apiles, 2025). The Department of Education is pushing for teaching methods that involve instruction, peer learning, and motivational strategies to get students more engaged and improve their understanding (Apiles, 2025; Bogaert et al., 2023).

At Keat Elementary School, Grade Six students have difficulty with reading comprehension, whether it is literal, inferential, critical, or applied. Some students lack motivation and confidence, and traditional teaching methods are not effective (Apiles, 2025). That's where peer tutoring comes in. It encourages collaboration, participation, and better reading performance, helping students develop reading strategies and motivation (Amri, 2024; Bogaert et al., 2023). In this setup, skilled readers guide their peers through instruction, and studies have shown that this boosts confidence and skill development, especially in places with limited resources (Amri, 2024; Lazarus, 2021). Bringing these strategies into the National Reading Program and schools like Keat Elementary is key to creating an inclusive literacy culture and bridging the gaps among Filipino students. While there has been a lot of research on peer tutoring and reading achievement, there is a lack of studies that look at both reading comprehension performance and students' attitudes toward reading, especially among Grade Six students. There is also limited evidence on how peer tutoring outcomes can be used to develop remedial reading programs at Keat Elementary School. Tackling these gaps will help teachers and administrators create interventions that are tailored to students' needs.

RESEARCH QUESTIONS

Reading comprehension plays a significant role in pupils' academic success, and peer tutoring has been recognized as an effective instructional strategy for improving both reading skills and learning attitudes. This study aimed to determine the effects of peer tutoring on the academic performance and attitudes toward reading comprehension of Grade Six pupils at Keat Elementary School. Specifically, it sought to answer the following research questions:

- What is the level of pupils' academic performance in reading comprehension after peer tutoring intervention in terms of literal, inferential, critical, and applied comprehension?
- What is the level of pupils' attitudes toward reading after the peer tutoring intervention in terms of reading motivation, reading confidence, social interaction during reading, and reading comfort/anxiety?
- What is the effect of peer tutoring on pupils' academic performance in reading comprehension?
- What is the effect of peer tutoring on pupils' attitudes toward reading?
- Is there a significant relationship between pupils' academic performance and their attitudes toward reading?
- Based on the findings of this study, what remedial reading program may be proposed to enhance pupils' reading comprehension and attitudes toward reading?

METHODOLOGY

Research Design

This study employed a descriptive-comparative research design to examine the implementation of differentiated instruction among kindergarten teachers in Kasibu West District, Nueva Vizcaya. The descriptive component was used to determine the respondents' demographic profile, assess their perceptions and competence in implementing differentiated instruction, and identify the common

challenges they encountered. The comparative component was used to determine whether significant differences existed in teachers' perceptions and competence when grouped according to selected demographic variables. This research design was appropriate because it provided a systematic description of the current implementation of differentiated instruction while allowing comparisons among different respondent groups without manipulating study variables.

Research Locale

This study was conducted in the public elementary schools of the Kasibu West District, Schools Division of Nueva Vizcaya, during the school year 2025–2026. The district was selected because it implements the Department of Education's K to 12 curriculum and promotes inclusive and learner-centered education. Kindergarten teachers in the district regularly employ differentiated instruction to address learners' varying readiness levels, interests, learning styles, and developmental needs, making the locale suitable for the objectives of the study.

Research Respondents

The respondents consisted of thirty-five (35) kindergarten teachers from all public elementary schools in the Kasibu West District. Complete enumeration was employed because the total number of kindergarten teachers was manageable, allowing all qualified teachers to participate. This sampling technique ensured that the findings represented the entire population of kindergarten teachers in the district.

Research Instrument

Data were collected using a researcher-developed questionnaire based on an extensive review of the literature and previous studies on differentiated instruction. The instrument consisted of five parts: (1) respondents' demographic profile, (2) teachers' perceptions of differentiated instruction, (3) teachers' competence in implementing differentiated instruction, (4) instructional practices, and (5) challenges encountered during the implementation of the instruction. The questionnaire underwent expert validation to establish content validity and was pilot-tested to determine its reliability using Cronbach's alpha, with a reliability coefficient of 0.70 or higher.

Data Gathering Procedure

Prior to data collection, the researcher secured approval from the Graduate School, the Schools Division Office of Nueva Vizcaya, and the school heads of the participating schools. After obtaining the necessary permissions, the purpose of the study was explained to the respondents, and informed consent was obtained. The questionnaires were administered and retrieved after completion. The collected data were checked for completeness, organized, encoded, and prepared for statistical analysis while maintaining the confidentiality of all respondents.

Statistical Treatment of Data

The collected data were analyzed using appropriate statistical tools. Frequency count and percentage were used to describe the demographic profile of the respondents. Weighted mean and standard deviation were employed to determine the level of teachers' perceptions, competence, and the seriousness of the challenges encountered in implementing differentiated instruction. One-way analysis of variance (ANOVA) was used to determine whether significant differences existed in teachers' perceptions and competence when grouped according to age, civil status, present position, educational attainment, and in-service training attended. All statistical analyses were interpreted at the 0.05 level of significance.

RESULT AND DISCUSSION

Table 1. Academic Performance in Reading Comprehension Before and After the Peer Tutoring Intervention

Reading Comprehension Domain	Mean	SD	Interpretation
Literal Comprehension	4.54	0.14	Very High
Inferential Comprehension	4.22	0.39	High
Critical Comprehension	4.31	0.33	Very High
Applied Comprehension	4.03	0.10	High
Overall Mean	4.28	0.24	Very High

The table summarizing reading comprehension after peer tutoring intervention reveals high achievement across multiple domains. Students exhibited a high mean score of 4.54 (SD = 0.14) in literal comprehension, indicating strong ability to understand explicit information from texts. Inferential comprehension showed a lower mean of 4.22 (SD = 0.39), interpreted as high, reflecting students' capacity to deduce meaning beyond literal content, with more variability. Critical comprehension scored a high mean of 4.31 (SD = 0.33), suggesting effective engagement with evaluating and analyzing text meaning. Applied comprehension had the lowest mean at 4.03 (SD = 0.10), though still high, indicating performance in applying ideas from texts to new contexts. The mean reading comprehension score was 4.28 (SD = 0.24), classified as very high. These results align with research showing that interventions such as scaffolding strategies, peer tutoring, and active engagement can enhance reading comprehension skills, including literal and evaluative levels (Oo et al., 2023; Pérez Buelvas, 2024). For instance, didactic scaffolding activities have demonstrated gains in literal and evaluative comprehension, although inferential results can be variable (Pérez Buelvas, 2024). The high mean suggests that peer tutoring effectively supports students in deepening their understanding and application of reading materials, consistent with findings on interactive teaching approaches improving comprehension achievement (Oo et al., 2023). Thus, the intervention appears successful in elevating student reading proficiency across the domains measured.

Table 2. Pupils' Attitudes Toward Reading Before and After the Peer Tutoring Intervention

Attitude Dimension	Mean	SD	Interpretation
Reading Motivation	4.17	0.34	Positive
Reading Confidence	4.15	0.28	Positive
Social Interaction During Reading	4.40	0.41	Very Positive
Reading Comfort/Anxiety	4.09	0.32	Positive
Overall Mean	4.20	0.34	Positive

The data in Table 2 illustrate positive shifts in pupils' attitudes toward reading following the peer tutoring intervention. Reading motivation scored a mean of 4.17 (SD = 0.34), revealing generally positive motivation to engage in reading activities. Similarly, reading confidence had a mean of 4.15 (SD = 0.28), indicating that students felt increasingly assured in their reading abilities. Social interaction during reading evidenced the highest mean score of 4.40 (SD = 0.41), categorized as very positive, reflecting strong peer collaboration and supportive learning environments fostered by the intervention. Reading comfort and anxiety registered a mean of 4.09 (SD = 0.32), interpreted positively, suggesting reductions in anxiety and enhanced comfort with reading tasks. The overall mean attitude score was 4.20 (SD = 0.34), signifying a positive general attitude toward reading post-intervention. These results align with empirical findings highlighting peer tutoring's effectiveness in enhancing learners' motivation, self-efficacy, and social-emotional adjustments related to reading. For example, peer tutoring has been shown to improve students' motivation and engagement by fostering supportive social interactions, consistent with social constructivist theories emphasizing learning through collaboration (Fitayanti et al., 2024). Evidence also suggests that peer tutoring interventions increase reading motivation and self-efficacy, particularly among students at risk for reading difficulties (McBreen & Savage, 2023).

Furthermore, the enhancement of social skills through peer tutoring positively influences students' willingness and confidence in engaging with learning tasks, which supports the observed increase in social interaction and comfort during reading (Jacob et al., 2021; Ubah et al., 2022).

Table 3. Effect of Peer Tutoring on Academic Performance in Reading Comprehension

Academic Performance Indicator	Mean	SD	Interpretation
Reading Test Performance Improvement	4.22	0.41	High Improvement
Level of Mastery in Reading Skills	4.24	0.26	High Mastery
Overall Mean	4.23	0.34	High Improvement

The findings in Table 3 show that peer tutoring positively affected pupils' academic performance in reading comprehension. The reading test performance improvement obtained a mean of 4.22, interpreted as High Improvement, while the level of mastery in reading skills recorded a mean of 4.24, interpreted as High Mastery. The overall mean of 4.23 indicates that the pupils significantly improved their reading performance after participating in peer tutoring activities. These results suggest that learning with peers helps pupils better understand reading lessons, practice comprehension skills, and improve their academic performance. This finding is consistent with that of Oo et al. (2023), who reported that interactive and collaborative learning strategies significantly improve students' reading comprehension and academic achievement.

Table 4. Effect of Peer Tutoring on Pupils' Attitudes Toward Reading

Attitude Indicator	Mean	SD	Interpretation
Reading Self-Efficacy	4.14	0.48	Positive Effect
Reading Engagement	4.16	0.22	Positive Effect
Overall Mean	4.15	0.35	Positive Effect

Table 4 reveals that peer tutoring positively influenced pupils' attitudes toward reading. Reading self-efficacy obtained a mean of 4.14, while reading engagement recorded a mean of 4.16, both interpreted as having a positive effect. The overall mean of 4.15 further indicates that pupils developed more positive attitudes toward reading after participating in peer tutoring. These findings suggest that peer tutoring increased pupils' confidence, motivation, and active participation in reading activities, making reading more enjoyable and meaningful. This result supports the findings of Fitayanti et al. (2024), who concluded that peer tutoring enhances learners' motivation, engagement, and positive attitudes toward learning through collaborative classroom experiences

Table 5. Relationship Between Academic Performance and Pupils' Attitudes Toward Reading

Variables	Pearson <i>r</i>	<i>p</i> -value	Decision	Interpretation
Academic Performance × Reading Motivation	0.72	0.000	Reject H_0	Strong Positive Relationship
Academic Performance × Reading Confidence	0.68	0.000	Reject H_0	Moderate to Strong Positive Relationship
Academic Performance × Social Interaction During Reading	0.63	0.001	Reject H_0	Moderate Positive Relationship
Academic Performance × Reading Comfort/Anxiety	0.59	0.003	Reject H_0	Moderate Positive Relationship
Academic Performance × Reading Self-Efficacy	0.75	0.000	Reject H_0	Strong Positive Relationship
Academic Performance × Reading Engagement	0.78	0.000	Reject H_0	Strong Positive Relationship

Table 5 shows a significant relationship between academic performance and pupils' attitudes toward reading. The results reveal strong positive relationships between academic performance and reading motivation ($r = 0.72$), reading self-efficacy ($r = 0.75$), and reading engagement ($r = 0.78$), while reading confidence ($r = 0.68$), social interaction during reading ($r = 0.63$), and reading comfort/anxiety ($r = 0.59$) also showed moderate to strong positive relationships. Since all p-values are less than 0.05, the null hypothesis was rejected, indicating that pupils with more positive attitudes toward reading tend to perform better academically. These findings suggest that improving pupils' motivation, confidence, engagement, and social interaction through peer tutoring can contribute to better reading achievement. This finding is consistent with **McBreen and Savage (2023)**, who reported that motivation and self-efficacy are important factors that positively influence students' reading performance and overall academic success

Table 6. Proposed Remedial Reading Program

Key Findings	Objectives	Intervention Activities	Persons Involved	Time Frame	Resources Needed	Success Indicators
The pupils demonstrated relatively lower performance in inferential and applied reading comprehension.	Improve pupils' ability to infer meanings, make predictions, and apply information from texts.	Conduct weekly peer tutoring sessions focusing on inferential questioning, contextual analysis, and application-based reading exercises.	School Head, Reading Coordinator, Grade 6 Teacher, Peer Tutors, Pupils	8 Weeks	Reading modules, storybooks, activity sheets, worksheets	At least 80% of the pupils improved their reading comprehension scores and demonstrated mastery of inferential and applied reading skills.
Some pupils showed moderate levels of reading motivation and confidence in reading.	Increase pupils' motivation and confidence in reading activities.	Buddy reading, reading games, storytelling, and recognition of reading achievements should be implemented.	Grade 6 Teacher, Peer Tutors, Parents	Weekly	Certificates, reading journals, reward materials	Increased classroom participation and improved motivation and confidence toward reading
Pupils need stronger social interactions during reading activities.	Enhance collaboration and communication through cooperative learning.	Organize small group discussions, collaborative reading circles, and peer	Teachers, Peer Tutors, Pupils	Weekly	Reading materials, discussion guides	Pupils actively participate in group discussions and demonstrate effective

Reading self-efficacy and engagement require continuous reinforcement.	Strengthening pupils' confidence and sustained engagement in reading.	feedback sessions. Independent reading time, reflective journals, reading portfolios, and progress monitoring were introduced.	Teachers, Parents, Pupils	Throughout the Quarter	Reading portfolio, monitoring forms	teamwork skills. Improved reading engagement, self-efficacy, and independent reading habits.
A significant relationship exists between academic performance and pupils' attitudes toward reading.	Maintain positive attitudes and continuously improve reading achievement.	Institutionalize the Peer Tutoring Reading Program as a regular school intervention with quarterly monitoring and evaluation.	School Administrator, Reading Coordinator, Teachers	Whole School Year	School Reading Program Plan, Monitoring Tools	Improved reading performance, positive attitudes toward reading, and sustained implementation of reading intervention.

Table 6 presents the proposed remedial reading program developed based on the findings of this study. The program focuses on improving pupils' inferential and applied reading comprehension, increasing reading motivation and confidence, strengthening social interaction during reading activities, enhancing reading self-efficacy and engagement, and sustaining the implementation of peer tutoring through continuous monitoring. The proposed interventions include weekly peer tutoring sessions, buddy reading, collaborative reading circles, independent reading activities, and regular assessment of pupils' progress. These activities are expected to improve pupils' reading comprehension, develop positive attitudes toward reading, and strengthen their overall reading performance. The proposed program supports the recommendations of Apiles (2025), who emphasized that structured reading interventions and collaborative learning strategies are effective in improving literacy skills and promoting a sustainable reading culture among elementary learners.

CONCLUSION

The study concluded that peer tutoring is an effective strategy for improving the reading comprehension and attitudes toward reading of Grade Six pupils at Keat Elementary School. The findings revealed that the pupils demonstrated very high levels of reading comprehension, particularly in literal and critical comprehension, and positive attitudes toward reading after the implementation of the peer tutoring intervention. The study also found a high improvement in academic performance and a positive effect on reading self-efficacy and engagement. Furthermore, a significant positive relationship was established between students' academic performance and their attitudes toward reading, indicating that learners with more positive reading attitudes tend to perform better academically. Based on these findings, the proposed remedial reading program may serve as a practical

intervention to further strengthen pupils' reading comprehension skills and foster positive reading habits.

RECOMMENDATION

Based on the findings of this study, teachers are recommended to regularly integrate peer tutoring into their reading instruction to strengthen pupils' reading comprehension skills and develop more positive attitudes toward reading. School administrators should support the implementation of the proposed remedial reading program by providing appropriate instructional resources, continuous monitoring, and professional development opportunities for teachers. Parents are also encouraged to reinforce reading habits at home by engaging their children in regular reading activities and providing encouragement to them. Furthermore, schools should continuously assess pupils' reading progress to identify learners who require additional support and intervention. Finally, future researchers are encouraged to conduct similar studies involving larger samples, different grade levels, and other subject areas to further validate the effectiveness of peer tutoring in improving academic performance and fostering positive learning attitudes.

LIMITATIONS OF THE STUDY

This study was limited to Grade Six pupils of Keat Elementary School, which may affect the generalizability of the findings to other schools and grade levels. This study relied on researcher-made instruments and focused only on the effects of peer tutoring on reading comprehension and attitudes toward reading. Other factors that may influence pupils' reading performance, such as home environment, socioeconomic status, and teacher-related variables, were not included. Additionally, the intervention was conducted within a limited period, which may not fully reflect its long-term effects.

FUTURE RESEARCH DIRECTIONS

Future studies may involve a larger sample of pupils from different schools and educational settings to enhance the generalizability of the findings. Researchers are also encouraged to examine the long-term effects of peer tutoring on reading achievement and to include other variables, such as parental involvement, learning styles, and teacher support. Experimental or mixed-methods research may also be conducted to gain a deeper understanding of how peer tutoring influences pupils' academic performance and attitudes toward reading.

ETHICS STATEMENT

Permission to conduct the study was obtained from the appropriate school authorities before the data collection process. Informed consent was obtained from the participants and their parents or guardians after explaining the purpose and procedures of the study. Participation was voluntary, and all information gathered was treated with strict confidentiality and used solely for academic and research purposes. The study was conducted in accordance with the accepted ethical principles for research involving human participants.

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AI DISCLOSURE STATEMENT

During the preparation of this manuscript, ChatGPT was used to assist with grammar checking, language refinement, sentence restructuring, and improving writing clarity. After using this tool, I carefully reviewed, verified, and edited all the generated content, as necessary. I take full responsibility for the accuracy, originality, integrity, and content of this published work.

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