

# Effectiveness Of Peer Tutoring to The Performance of Grade 2 Pupils in Teaching Mother Tongue-Based Multi-Lingual Education

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**Abstract** — This study determined the effectiveness of peer tutoring and to the performance of the Grade 2 pupils in Mother tongue multi lingual education. The study utilized the Quasi Experimental Type of research to assess the effectiveness of peer tutoring to the performance of the Grade 2 pupils. The findings of the study were the base for an enhancement Plan. The test of difference between the scores of the pre-test and post-test performance of the grade 2 pupils. This results is an output of the respondents before and after the integration of the peer tutoring in the delivery of the most essential learning competencies. This test of difference provided by the grade 2 learners which are our respondents of this study, has something to do with the performance that they have gained before they experienced the chosen intervention prepared by the teacher for the identified learners for the study. Based on the findings of the study on the experimental group which is the Grade 2 learners. The table shows that in the Pretest Scores which somehow considered as the good level of performance. The result in the pretest performance is somehow lower than the posttest performance gained by the respondents. These two results in the pretest and posttest performances produce the computed t value which is somehow greater than the critical t value. Based from the 4 computed values, given the chance to decide whether to accept or reject the hypothesis but in this study the researcher concluded that the hypothesis which states that there is no significant difference between the pretest and posttest performances before and after the integration of peer tutoring to the grade 2 learners in Mother tongue based multi-lingual education learning competencies delivered is rejected. The overall results implied that the result being tested is significant and the hypothesis which states that there is no significant difference between the peer tutoring to the performance in MTB-MLE of the grade 2 pupils is rejected which means that applying the peer tutoring to those learners who are struggling to learn the different topics of the abovementioned subject is quite relevant to the performance they gained in the posttest. Furthermore, the application of peer tutoring is helpful in increasing the capacity of the non-reader pupils to increase the academic performance as well as in reading.

**Keywords** — *Effectiveness, Peer Tutoring, Performance, Grade 2 Pupils, Mother Tongue Based, Multi-lingual Education*

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## I. Introduction

TRAINING AND UPSKILLING OF KEY STAGE 1 TEACHERS IN EARLY LANGUAGE LITERACY AND NUMERACY. A very important training in kinder to grade 3 teachers. Explicit teaching is applied in key stage 1. Teachers training on phonological order : M,S,A,I,O,B,E,U,T,K,L,Y,N,G, Ng, P, R, D ,H, W. It is a Filipino alphabet. Marungko approach and cartilya method blend for the learners .and a Fuller Method for the English subjects a method that rhymes and learners favourite .Nowadays there are videos that a teacher needs to support in her lesson. Grouping of learners in a classroom is an effective. We categorize according to their level. RRE is there. DepEd ELLN training was very effective in refreshing teachers mind in applying the field. Last year virtual ELLN seminar implemented Teacher find new ways of approach during training. It maybe already we applied but didn't even know the approaches.

In the classroom I identify the learners the fast or the green team, average the orange team and slow the red team. They have one leader in each team. Each team have different activities in one objective but different task. For the green team slightly difficult ,orange team moderate ,and red team is easy. The same task in each team but there is an additional task for the green team and orange team. Members of each team is not constant .They are promoted if their performance accelerate .And they are demoted if found did not meet the expectation. In the green team most of them have enrichment activities so they don't feel too bored.

The teacher has his own made pictures of a mata ,mangga, Mama, manok, malita. Each group have manipulative materials distributed individually to the learner. Teacher starts making sounds of Mm . In a cursive writing they write a letter on the air, Then let their forefinger write at the back of his classmates ,then write it to their paper, from words, to phrase ,then sentence. Green team tasks make sounds of initial letter Mm then write words , then phrase, sentence and read their task after writing, leader must facilitate. Orange team tasks do the same except reading the sentence, they read until phrase. The red team tasks must write words ,phrase, and sentence, they read words only. This is one of the reasons why the researcher is eager to conduct and find solutions to the existing problems in reading performance of the pupils. Through the strategies that will be implemented throughout the research intervention scheme, the researcher is hopeful that peer tutoring to be done will be a big help in improving the performance of the grade 2 pupils in reading. The researcher is strongly believe that reading without comprehension is like waiting the guava to fall without touching it. Through this peer tutoring, the researcher is looking forward that it will make reading a leisure and at the same time an information hub for the learners. It makes also the leaners to be more attracted and activated themselves to love reading and comprehend better and faster.

Attendance is not 100%.Other parents did not know how to read and write. Some of them are nursing mother and cannot focus on the listening. Others sent their children to school for the benefits of 4P's. The child was left on his grandmother who are aged. Broken family only father / mother support his children. Parent work abroad.

Learners participation and attendance everyday is very important One of my learner was always absent. She was very silent , she even not mingled with her classmates or even play. She always making absent. When I interviewed her elder sister, She told me that they are not lived in a one house since her mother left and worked in Manila. Some of her siblings include my learner lived at her aunties mother side. Since her mother didn't went back ,have no communication until now. Malnourished child and many siblings. Parents unstable job .Some of the parents cannot focused to earn a living because they their time in gambling.

“No child left behind “policy In a remote areas ,and in the absence of SPED center. Learners with Special Needs or LSNs.( a term used for special children). In a class sometimes there is identified learner. Learner was promoted of this policy. Lack of facility e.g. smart tv , projector, mini speaker and sometimes poor internet connection .

For two years of pandemic the Researcher's grade two pupils unable to read. On the 4th quarter ,the first limited face to face classes of their grade one ,they start in phonemes with the short of time learners needs follow up in grade -2. She decided for a Peer Tutoring with the parents in phonological order or a sounds of each letter in reading readiness. On the first day of classes She call up a meeting with all the parents of grade 2. Following the agenda of phonological order .Parents at their age are more interesting than young ones. For them to guide their children in reading they need to familiarize the sounds of each letters. She give a follow up written exam in phonemes, right after check their work. Parents have gadgets can easily search in the youtube their childs reading readiness following phonological order. However, only few have it in rural areas and having a time for their childs at home ,they are busy to earn a living and tired everyday. Explaining them their support and attendance of their child . Making continuous absent might the loose of interest to learn.

Ten years ago when she was a kindergarten teacher ,my 1st year of teaching we are all gathered kindergarten teachers. One of my colleagues shares that her mother in grade one, in a first three months of classes all the learners knows how to read and write even if they didn't undergo preschool. That year K-12 is not a mandatory at that time. Most of us kindergarten teachers ask him how to make a sounds of a letters. She realize that phonological order and phonemic awareness was not emphasize well in the curriculum of elementary teachers. Thus, the following experiences she experienced push here to conduct this study in order to achieve the goal in which to help improve the performance of the Grade 2 pupils specially in the MTB-MLE.

This study determined to evaluate the effectiveness of peer tutoring to the performance of the Grade 2 pupils in teaching Mother Tongue Based Multilingual Education during the implementation of limited face to face. This study were the basis for an Enhancement plan.

Specifically, the study sought to answer the following questions:

1. What is the pretest performance of the Grade 2 pupils before the integration of peer tutoring?
2. What is the posttest performance of the Grade 2 pupils after the integration of peer tutoring?
3. Is there a significant difference between the pretest and posttest performance of the Grade 2 pupils before and after the integration of peer tutoring?
4. What enhancement plan can be proposed based on the findings of the study?

Null Hypothesis:

There is no significant difference between the pretest and posttest performance of the Grade 2 pupils before and after the integration of peer tutoring.

## II. Methodology

**Design.** This study utilized the Quasi-Experimental research design to determine the effectiveness the effectiveness of peer tutoring to the performance of the Grade 2 pupils in teaching Mother Tongue Based Multilingual Education during the implementation of full face to face classes in the delivery of the most essential learning competencies in 2nd grading period in MTB-MLE subject. The main local of the study is the Capiñahan Elementary School which is located under the Villaba District in the Schools Division of Leyte. In the aforementioned locale where the study was conducted, the main respondents that was chosen by the teacher-researcher was the Grade 2 pupils underwent series of evaluation prior to the inclusion of the peer tutoring to the performance of the Grade 2 pupils in teaching Mother Tongue Based Multilingual Education during the implementation of full face to face classes was done. These 2 stages of assessment was carefully done by the teacher-researcher herself which are the pretest and posttest performances in Mother Tongue Based Multi-lingual Education. This is also the time that in between the pretest and posttest, the different peer tutoring to the performance of the Grade 2 pupils in teaching Mother Tongue Based Multilingual Education during the implementation of full face to face classes were undertaken in order to validate their performances before and after the implementation of the inclusion of peer tutoring to the performance of the Grade 2 pupils in teaching Mother Tongue Based Multilingual Education during the implementation of full face to face classes This study is mainly focus on the results of the different tests to gather data: The pretest performance of the Grade 2 pupils before the implementation of the inclusion of the peer tutoring to the performance of the Grade 2 pupils in teaching Mother Tongue Based Multilingual Education during the implementation of full face to face classes, The Posttest performance of the Grade 2 pupils after the implementation of the inclusion of the peer tutoring to the performance of the Grade 2 pupils in teaching Mother Tongue Based Multilingual Education during the implementation of full face to face classes, as well as the significant difference of the pretest and posttest before and after the

implementation of the inclusion of the peer tutoring to the performance of the Grade 2 pupils in teaching Mother Tongue Based Multilingual Education during the implementation of full face to face classes in the delivery of the most essential learning competencies in teaching Mother Tongue Based Multi-lingual Education for the second Grading Period. In the Quasi- experimental research design, the researcher prepared different inclusion of the peer tutoring to the performance of the Grade 2 pupils in teaching Mother Tongue Based Multilingual Education during the implementation of full face to face classes that were focused on the learning competencies which are difficult to pass by the respondents as well as facilitating in the giving of pretest and posttest to the identified respondents in order to gather necessary data; The proposed enhancement plan was crafted and taken based on the findings of the study as well as on the recommendations based on the Teacher-researcher findings from the results given by the Grade 2 pupils.

**Sampling.** There are 16 who are included in the study. 6 respondents of the study were Males and 10 were Females. In gathering of data, the actual meeting of the respondents as well as the given the pretest and posttest assessment were given to the Grade 2 pupils inside the classroom. Another way of contacting them are through cell phones of their respective parents for their awareness regarding the study being conducted.

**Research Procedure.** The researcher prepared the research design which is the quasi experimental research design and the different tools utilized in the study. The different tools prepared by the Teacher-researcher were the ff: validated Summative Test Questionnaire in Mother Tongue Based Multi-lingual Education subject from the Self Learning Modules of the aforementioned subject that were focused on the different competencies in the 2<sup>nd</sup> grading period. The test questions were used before the peer tutoring to the performance of the Grade 2 pupils in teaching Mother Tongue Based Multilingual Education during the implementation of full face to face classes were given to the pupils. After one month of the intervention of the peer tutoring to the performance of the Grade 2 pupils in teaching Mother Tongue Based Multilingual Education during the implementation of full face to face classes, posttest was given to the grade 2 pupils with the same test questionnaire given in the pretest assessment. Prior to the preparation of all validation tools which will be used by the teacher-researcher in determining their performances before and after the integration of the intervention together with the different inclusion of the peer tutoring to the performance of the Grade 2 pupils in teaching Mother Tongue Based Multilingual Education during the implementation of full face to face classes which were utilized for the identified approach in teaching, The Approval and recommendation from the Office of the Schools Division Superintendent, as well as to the Assistant Schools Division Superintendent being the Chairman of the Schools Division Research Committee through the Senior Education Program Specialist in Planning and Research. After the Approval of the Schools Division Research Committee, the Approved or endorsement letter from the body together with the approved letter of intent were forwarded to the Office of the Public School District Supervisor as well as to the office of the School principal in order to get full support on the conduct of the study as well as to get also approval from their end. The proposed title and design was submitted to the School

Division Office for approval. Upon approval, the Division released endorsement to the District Office. When the research was approved by the Schools Division Office and District Office, the researcher began the process of data gathering. Validation of the instruments through the different Experts from the Schools Division Office, District Office and to the Schools where the available personnel such as the Master Teacher and in coordination with the school head were sought. Orientation of the participants was done. Answering and retrieval of the research tool followed. Tallying of results and treatment of data. Analysis and Interpretation of Data. Making of Proposed Enhancement Plan.

**Ethical Issues.** The right to conduct the study was strictly adhered through the approval of the principal, approval of the Superintendent of the Schools Division Office of Leyte . Orientation of the respondents both the learners and the teachers including the School Principal was done.

**Treatment of Data.** The Effectiveness of inclusion of the peer tutoring to the performance of the Grade 2 pupils in teaching Mother Tongue Based Multilingual Education during the implementation of full face to face classes on the area of focused was treated through a Simple percentage, weighted mean and T-Test of Mean Difference respectively.

### III. Results and Discussion

**Table 1**  
**Pre-Test Performance Of Grade 2 Pupils In MTB-MLE**

Score Range	Description	Experimental Group	
		Frequency	%
17-20	Excellent	0	0
13-16	Very Good	2	12
9-12	Good	7	41
5-8	Fair	6	35
1-4	Poor	2	12
Total		17	100
Weighted Mean		9.06	Good

Table I shows the Pre-Test Performance of the Grade 2 pupils in Mother Tongue Based Multi-lingual Education (MTB-MLE). This results are the scores coming from the respondents who took the examination using the 20 item test questionnaires which was crafted or carefully validated by the learning expert in the MTB-MLE as well as to the Education Program Supervisor in Mathematics. In this case, none from the Grade 2 learners have experience the Peer tutoring learning approach in addressing some of the issues raised by parents and learners. In this study, creating bonds with the learners during the interaction of teachers to the learners. It is also the time where teachers open up to the parents of each learners regarding their different learning performance during the delivery of the most essential earning competencies during the first grading period or even from the period where they have encountered difficulties. Based on the results given

in table 1, it was revealed that in the excellent level of performance having the scores ranging from 17-20, the frequency shown in the table is negligible which means that there was no respondents belong in this level of performance which is considered as the highest in terms of level of performance. Based from the results given, it was found out that it has an equivalent percentage of zero (0) percent out from the 17 overall total of respondents who took the examination which is considered to be the pre-assessment of the learners on the different learning that they gained from the Mother Tongue based multi lingual education (MTB-MLE). In the second highest level of performance which is said to be the very good level of performance which contains scores equal to 13-16. In this level, it was found out that there were 2 respondents out of the 21 overall total of respondents who took the pre-assessment and has an equivalent percentage of 12 percent out of the 100 percent present during the examination. On the other hand, on the average level of performance which gained by the grade 2 learners while they haven't received yet the integration, there were total number of respondents presents in the study and said to be the highest number of frequency of respondents compared to other performance levels present in the table presented. It has an equivalent percentage of 41 percent which almost half of the learners are fit in the aforementioned level of performance. In the fair level of performance, there were 6 total number of respondents belong in this level which is composed of 41 total number percentage out of the 100 percent from the 17 overall total of respondents present. In a poor level of performance, which was scores ranging from 1-4, there were 2 respondents gained in this level that is said to be lowest level of performance to be gained by a certain learners or group of learners. It has a percentage which is equal to 12 percent.

Based from the results in table 1 which is composed of the pretest performance of the Grade 2 learners based on the assessment of the teacher to the learners. Based from the results given having the average weighted mean of 9.06 and it is considered to be in the good level of performance. The Grade 2 learners gained this level of performance because of some reasons: First, maybe they have gained confidence in learning the topics presented by the teachers during their discussion in the first Grading period or even during their lower level of stage of development which resulted to the good gained of scores in the pretest. Secondly, Learners have already the chance to ask from their teachers if there are instances that they have somethings to be clarified and need an immediate answer or assistance to continue doing their tasks. Third, The learners can work or play now with their classmates which could also help them motivate to learn things within their control. And Lastly, parents have the idea on what to do and create opportunity that could lead them to give technical assistance to their respective learners. It is further implied that since there were learners who were belong to the fair and poor level of performance, teacher should give ample time to find learning strategies that could make them learned more as they experience struggling time in learning the subject. Thus, they should learned to experience the peer tutoring as one of the identified learning technique to help the learners gained confidence through their peers or classmates.

**Table 2**  
**Post Test Performance of Grade 2 Pupils in Mother Tongue**  
**Based Multi-Lingual Education**

Score Range	Description	Experimental Group	
		Frequency	%
17-20	Excellent	17	100
13-16	Very Good	0	0
9-12	Good	0	0
5-8	Fair	0	0
1-4	Poor	0	0
Total		17	100
Weighted Mean		19.24	Excellent

Table 2 shows the Posttest Performance of the Grade 2 pupils in Mother Tongue Based Multi-lingual Education (MTB-MLE). This results are the scores coming from the respondents who took the examination that were used a 20 item test questionnaires which was crafted or carefully validated by the learning expert in the MTB-MLE as well as to the Education Program Supervisor in Mathematics. In this case, all of the Grade 2 learners which were already experienced the Peer tutoring learning approach given by the teacher in the delivery of the most essential learning competencies that will somehow prepared to address the learning gaps of the learners which also bothers the parents ideas on how to help their children on some of the issues raised encountered by both of them. In this study, creating bonds with the learners during the interaction of teachers to the learners through the implementation of peer tutoring is significantly important to make them feel that they have the helping hand that they can hold on during their challenging times focused on learning development. This results also refers to the output given by the learners after experiencing the intervention which is the peer tutoring integrating of the different delivery of the most essential earning competencies during the second grading period.

Based on the results given in table 2, it was revealed that in the excellent level of performance having the scores ranging from 17-20, the frequency was extremely increased compared to the results in the pretest assessment. This level of performance is the highest in terms of leveling of performance. Based from the results given, it was found out that all of the respondents are belong to this level of performance which means that all of the 17 respondents or 17 from the overall total number of respondents who took the examination on the different learning that they gained from the Mother Tongue based multi lingual education (MTB-MLE). In the second highest level of performance which is said to be the very good level of performance which contains scores equal to 13-16. In this level, it was found out that there were no respondent out of the 17 overall total of respondents who took the post assessment and out of the 100 percent present during the examination. On the other hand, on the average level of performance which gained by the grade 2 leaners, the same number of frequency of respondents from the very good level of performance which also the same thing happens in the fair level of performance as well as in the



poor level of performance, which was scores ranging from 1-4 and said to be lowest level of performance to be gained by a certain learners or group of learners.

Based from the results in table 2 which is composed of the posttest performance of the Grade 2 learners based on the assessment of the teacher to the learners after the integration of the Peer tutoring to the identified learners who are also struggling in terms of learning the different learning competencies. Based from the results given, it was shows that the average weighted mean of 19.24 and it is considered to be in the excellent level of performance thus, this results implied that the Grade 2 learners gained this level of performance because they really gained confidence in learning the topics presented by the teachers during their discussion in the given timelines which was prepared by the researcher that was 1 month or 4 weeks in the implementation. The results also shown that the respondents who are the Grade 2 Learners have strong bond with their teachers which could be one of the reasons why they really produced excellent performances by giving excellent performance. Through the Peer tutoring, learners have already learned from the learning competencies which are challenging with their classmates. Therefore, peer tutoring should be integrated in order to improve the performance of the grade 2 learners in Mother tongue based multi lingual education.

**Table 3**  
**Test of Difference Between the Scores in the Pre-test and Post-test**  
**of Grade 2 Pupils in MTB-MLE**

Groups	Test Scores		Computed T	Critical T	Decision	Interpretation
Experimental	Pre Post	9.06 19.24	3.334	0.635	Reject Ho	Significant

Table 3 presents the test of difference between the scores of the pre-test and post-test performance of the grade 2 pupils. This results is an output of the respondents before and after the integration of the peer tutoring in the delivery of the most essential learning competencies. This test of difference provided by the grade 2 learners which are our respondents of this study, has something to do with the performance that they have gained before they experienced the chosen intervention prepared by the teacher for the identified learners for the study.

Based on the findings of the study on the experimental group which is the Grade 2 learners. The table shows that in the Pretest Scores which is equal to 9.06 which somehow considered as the good level of performance. The result in the pretest performance is somehow lower than the posttest performance gained by the respondents which is equal to 19.24. These two results in the pretest and posttest performances produce the computed t value which is somehow greater than the critical t value which are equal to 3.334 and 0.635. Based from the 4 computed values, given the chance to decide whether to accept or reject the hypothesis but in this study the researcher concluded that the hypothesis which states that there is no significant difference between the

pretest and posttest performances before and after the integration of peer tutoring to the grade 2 learners in Mother tongue based multi-lingual education learning competencies delivered is rejected.

The overall results implied that the result being tested is significant and the hypothesis which states that there is no significant difference between the peer tutoring to the performance in MTB-MLE of the grade 2 pupils is rejected which means that applying the peer tutoring to those learners who are struggling to learn the different topics of the abovementioned subject is quite relevant to the performance they gained in the posttest. Furthermore, the application of peer tutoring is helpful in increasing the capacity of the non-reader pupils to increase the academic performance as well as in reading.

#### **IV. Conclusion**

Based from the findings of the study, the peer tutoring has brought significant effect to the performance of the Grade 2 pupils in Mother Tongue Based Multi-lingual Education thus, it really helps increased the test performance in MTB-MLE for the 2nd grading period. Thus, the constant utilization of the intervention is highly recommended in order for the Grade 2 learners to be more proactive in learning the different difficult learning competencies.

#### **V. Recommendations**

The proposed measures will focus more on the following:

1. The proposed Enhancement plan should be used in the school where research was conducted to test whether the peer tutoring is applicable to other grade level who will be experiencing the same learning struggle.
2. The Education Program Supervisor in charge in the Mother Tongue Based Multi-lingual education should conduct validation to the different strategies that were used by the teachers towards to the learners to test whether this strategy fits to the type of learners they have and how this intervention be improved if there are some things that needs to be improved to address the different learning gaps identified by the teachers themselves.
3. 3 The School Head should conduct a monitoring and evaluation on the activities done by the teachers especially to those pupils at risk of dropping out and have difficulties in learning and let the peer tutoring be the answer to refrain by having the LARDOS in their school.
4. The teacher should give activities which always sets the minds of the pupil to read and which focuses on the struggling pupils and how they will be help to improve their low academic performance.

5. The Teacher should find extension activity/ies such as alternative delivery mode, RRE that will help them meet the basic needs as young learner especially in improving their learning skills and academic performance not only in MTB-MLE but also in other subjects.
6. The teacher should conduct out of classroom activities during vacant session for them to practice their skills in implementing the peer tutoring.
7. Set up a reward system for the good deeds made by the pupils especially to those who were identified as Non-reader in order for them to be motivated and always give their best especially in reading.
8. In relation to the abovementioned, the researcher is encouraging future researchers to conduct or do the same study to verify the usability and significance of the study in order to evaluate the effectiveness of the peer tutoring to the performance of the Grade 2 pupils.

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