

Tutees' attitude toward the academic recovery accessible learning program and its relationship to reading performance

Rhealeeh Libed *

Apayao State College, Malama, Conner, Apayao, Philippines, 3807

International Journal of Science and Research Archive, 2026, 19(02), 424-433

Publication history: Received on 01 April 2026; revised on 09 May 2026; accepted on 11 May 2026

Article DOI: <https://doi.org/10.30574/ijrsra.2026.19.2.1056>

Abstract

This study examined the attitudes of pupil-tutees toward the Academic Recovery Accessible Learning (ARAL) Program and their relationship to reading performance at Tabba Elementary School, Kabugao District II, Apayao, for the School Year 2025–2026. Employing a quantitative descriptive-correlational design, the study involved 27 pupil-tutees from Grades 3 to 6 selected through purposive sampling. Data were gathered using a structured five-point Likert-scale questionnaire measuring four attitude dimensions perceived usefulness, enjoyment and interest, confidence and self-efficacy, and perceived tutor competence and trust, alongside a pre-test and post-test reading assessment aligned with the ARAL Program guidelines. Weighted mean, standard deviation, and Pearson product-moment correlation were used to analyse the data. Findings revealed that tutees generally held a positive attitude toward the ARAL Program, with an overall composite mean of 3.87, interpreted as "Agree." Among the four dimensions, enjoyment and interest received the highest rating ($M = 3.99$), followed closely by perceived tutor competence and trust ($M = 3.98$), while perceived usefulness and confidence and self-efficacy both yielded a mean of 3.76. In terms of reading performance, notable improvement was observed from a pretest mean of 4.19 (Very Satisfactory) to a post-test mean of 4.56 (Outstanding), with 59.26% of tutees reaching the Outstanding level after the intervention. However, the Pearson correlation analysis revealed no statistically significant relationship between tutees' attitudes and their reading performance across all four dimensions, leading to the failure to reject the null hypothesis. The findings affirm that the ARAL Program effectively supports reading development and fosters a positive learning experience, though attitudinal factors alone do not significantly predict reading outcomes. Sustained implementation, enriched instructional activities, and extended program duration are recommended to further strengthen literacy gains.

Keywords: ARAL Program; Tutee Attitudes; Reading Performance; Peer Tutoring; Descriptive-Correlational

1. Introduction

Global efforts to ensure inclusive and equitable quality education are anchored in the United Nations Sustainable Development Goal 4 (SDG 4), which promotes lifelong learning opportunities for all. SDG 4 specifically highlights the need to ensure that every learner, regardless of socioeconomic status, geographic location, or learning barriers, receives accessible, relevant, and effective education. This commitment recognizes that quality learning is not a privilege but a fundamental right that must be upheld, particularly for those most vulnerable to being left behind.

In the Philippine context, this global mandate is echoed through national recovery learning programs aimed at addressing learning loss and ensuring that all learners keep pace with grade-level competencies. One of the Department of Education's (DepEd) most significant post-pandemic responses is the Academic Recovery and Accessible Learning (ARAL) Program, which prioritizes foundational skills such as reading, numeracy, and socio-emotional learning. According to DepEd Order No. 13, s. 2023, Project ARAL is designed to provide targeted remediation for struggling learners through learner-centered approaches, including small-group instruction and structured tutoring, to

* Corresponding author: Rhealeeh Libed

systematically support those who exhibit academic delays. Research consistently affirms the educational value of tutoring as an intervention strategy. Roscoe and Chi [1] explained that tutoring benefits both tutors and tutees by promoting explanation, feedback, and reflection all of which enhance cognitive processing and lead to deeper understanding of content. Kraft et al. [2] corroborated this through large-scale randomized control trials, demonstrating that high-impact tutoring significantly improves performance when aligned with curriculum objectives and implemented consistently by trained facilitators. Falchikov [3] observed similar benefits in higher education contexts, particularly the reduction of learning anxiety and the development of cooperative habits among learners.

At the affective level, Durlak et al. [4] emphasized that programs which foster social-emotional learning led to improved academic results, suggesting that attitudes mediate between instructional interventions and learning achievement. Cohen et al. [5] further established that school context, including classroom climate and teacher support — influences the success of such interventions. Locke and Latham [6] also highlighted the importance of goal-setting theories in shaping students' learning behaviors, constructs that are directly relevant to understanding tutees' attitudes during tutoring programs. Among lower-performing learners specifically, Ginsburg-Block et al. [7] found that students gain significantly from tutoring sessions, while Higgins et al. [8] noted that dosage, alignment, and tutor competence are key determinants of outcomes.

In the local context, Santos A. and Reyes M. [9-10] confirmed that pupils with positive attitudes toward peer tutoring exhibited higher post-test scores and greater motivation to learn. Similarly, Garcia L. and Cruz P. [11-12] reported academic improvements and increased confidence among secondary students engaged in tutoring programs. Regional action research and program report further documented better attendance, participation, and learner enthusiasm among tutees regularly involved in peer tutoring [13-14]. At Tabba Elementary School, the ARAL Program has been implemented since September 15, 2025, through structured one-hour daily tutoring sessions where trained teacher-tutors assist pupils in developing their reading skills. This approach not only supplements teacher-led instruction but also fosters motivation, confidence, and positive attitudes among tutees. Teachers at the school have observed visible improvements in pupils' confidence and participation during ARAL sessions. However, variations in attitude and engagement remain evident some learners continue to exhibit hesitation or lack of enthusiasm, suggesting that while reading performance can improve through tutoring, tutees' attitudes toward the program may play a determining role in sustaining engagement and long-term achievement.

Understanding this relationship is essential for strengthening local implementation and guiding teachers in designing more effective assisted learning interventions [15]. Thus, this study seeks to investigate the level of attitudes of pupil-tutees toward the ARAL Program at Tabba Elementary School for SY 2025–2026, examining four key dimensions: perceived usefulness, enjoyment and interest, confidence and self-efficacy, and perceived tutor competence and trust. The findings are expected to provide valuable insights for enhancing program implementation, deepening learner participation, and supporting the school's commitment to SDG 4, ensuring accessible, equitable, and quality education for every Filipino learner.

This study assessed the attitudes of pupil-tutees in the Academic Recovery Accessible Learning (ARAL) Program at Tabba Elementary School for SY 2025–2026. It specifically examined the level of attitudes of tutees toward the program in terms of perceived usefulness for learning improvement, enjoyment and interest in sessions, confidence and self-efficacy after tutoring, and perceived tutor competence and trust. Furthermore, it evaluated the reading performance of the tutees before and after the implementation of the ARAL program and determined whether there was a significant relationship between their attitudes toward the program and their reading performance. By addressing these aspects, the study provided insights into how the ARAL program influenced both the learners' perceptions and their academic outcomes.

2. Methodology

2.1. Research Design

This study employed a descriptive-correlational design. The descriptive method was used to describe the attitudes of Project ARAL tutees, while the correlational method was utilized to determine the relationship between these attitudes and their reading performance.

2.2. Locale of the Study

The study was conducted at Tabba Elementary School, located in the District of Kabugao, Apayao Division II. The school was one of the learning institutions that actively implemented Project ARAL to help learners catch up with basic literacy and numeracy skills.

2.3. Participants of the Study

The participants of the study were the Project ARAL tutees from Grades 3 to 6 at Tabba Elementary School who had participated in the program for at least one grading period. The study employed purposive sampling, a non-probability sampling technique in which respondents were intentionally selected based on predetermined criteria relevant to the objectives of the research.

Table 1 Distribution of Respondents

Grade of the pupils	Male	Female	Total no. of Pupils beneficiaries
Grade 3	4	5	9
Grade 4	2	2	4
Grade 5	6	4	10
Grade 6	1	3	4
TOTAL	13	14	27

2.4. Research Instrument

The study utilized a modified structured survey questionnaire adapted from McKenna and Kear's (1990) instrument on measuring attitudes toward reading. The main tool for data collection was a structured questionnaire composed of three parts: the Attitude Toward Learning Scale, which measured perceived usefulness, enjoyment and interest, confidence and self-efficacy, and perceived tutor competence and trust; and pre-test and post-test assessments to evaluate academic performance. The pre-test established the pupils' baseline skills in reading and lesson comprehension, while the post-test, administered after the intervention, measured improvement using parallel tasks of equal difficulty. Both tests were based on the Project ARAL Lesson Recovery Tool, which focused on reinforcing previously taught competencies through short, grade-appropriate comprehension and skill-based questions. A performance scoring rubric was applied to assess accuracy, task completion, comprehension, and overall performance, providing a clear basis for comparing pre-test and post-test results.

2.5. Statistical Analysis

The study utilized several statistical tools to analyze the data. The Weighted Mean was employed to determine the level of attitudes of tutees toward the ARAL Program in relation to their reading performance. To measure differences in performance before and after the intervention, the Paired Sample T-Test was applied. Additionally, the Pearson Product Moment Correlation was used to examine the relationship between learners' attitudes and their reading performance. These statistical tools processed the raw data into meaningful results, which were then discussed and interpreted to draw conclusions and provide recommendations for the study.

3. Results and discussion

3.1. Level of Attitude of Tutees Toward the ARAL Program

3.1.1. Perceived Usefulness (Learning Improvement)

Table 2 shows the mean scores for the five items under perceived usefulness. The overall mean for this dimension was 3.76 (SD = 0.27), described as Agree. Tutees generally perceived the ARAL program as helpful in improving their reading skills, though the degree of agreement varied slightly across items.

Table 2 Level of Attitude of Tutees on Perceived Usefulness

Indicators	Mean	SD	Description
1. The ARAL program helps me understand my reading lessons better.	4.11	0.32	Agree
2. I can read words and sentences better because of ARAL.	3.81	0.83	Agree
3. ARAL helps me improve my reading skills.	3.63	0.63	Agree
4. I learn things in ARAL that I cannot easily learn in regular class.	3.56	0.64	Agree
5. ARAL helps me understand difficult words and passages.	3.70	0.47	Agree
Overall	3.76	0.27	Agree

The highest-rated item was Item 1 (*"The ARAL program helps me understand my reading lessons better,"* $M = 4.11$, $SD = 0.32$), suggesting that tutees experienced direct and noticeable support with lesson comprehension. Item 4 (*"I learn things in ARAL that I cannot easily learn in regular class"*) received the lowest mean ($M = 3.56$, $SD = 0.64$), yet still fell within the Agree range. This may suggest that while tutees value the program, some do not yet perceive it as providing learning experiences clearly distinct from regular classroom instruction. Overall, the results indicate that tutees hold a favorable view of the program's usefulness for reading development.

3.1.2. Enjoyment / Interest in Sessions

Table 3 presents the mean ratings for the enjoyment and interest dimension. The overall mean was 3.99 ($SD = 0.32$), described as Agree, and was the highest among the four dimensions. This suggests that tutees generally find the sessions engaging and pleasant.

Table 3 Level of Attitude of Tutees on Enjoyment / Interest in Sessions

Indicators	Mean	SD	Description
1. ARAL activities are fun and interesting.	4.04	0.71	Agree
2. I feel happy when I attend ARAL classes.	4.19	0.79	Agree
3. I look forward to my ARAL reading sessions.	4.04	0.81	Agree
4. I am motivated to participate actively in ARAL sessions	3.78	0.75	Agree
5. I enjoy learning new reading skills in ARAL.	3.89	0.75	Agree
Overall	3.99	0.32	Agree

Item 2 (*"I feel happy when I attend ARAL classes,"* $M = 4.19$, $SD = 0.79$) and Items 1 and 3 ($M = 4.04$ each) received the highest scores in this dimension. These ratings reflect a generally positive emotional response to the program. The item with the lowest mean was Item 4 (*"I am motivated to participate actively in ARAL sessions,"* $M = 3.78$, $SD = 0.75$), which appeared in both the usefulness and enjoyment sections and received moderate agreement in both. The consistently positive ratings across all enjoyment items may reflect that the tutoring environment provides a low-pressure, supportive space for reading practice.

3.1.3. Confidence and Self-Efficacy After Tutoring

The confidence and self-efficacy dimension yielded an overall mean of 3.76 ($SD = 0.27$), rated as Agree. Table 4 shows that the pattern of item means closely mirrors that of perceived usefulness, which is expected given the conceptual overlap between perceiving a program as useful and developing confidence because of participating in it.

Table 4 Level of Attitude of Tutees on Confidence and Self-Efficacy

Indicators	Mean	SD	Description
1. I am no longer afraid to read aloud.	4.11	0.32	Agree
2. I believe I can improve in reading skills more.	3.81	0.83	Agree
3. ARAL helps me believe in myself as a learner.	3.63	0.63	Agree
4. I am confident to understand reading materials on my own.	3.56	0.64	Agree
5. ARAL has helped me feel more confident in my overall learning ability.	3.70	0.47	Agree
Overall	3.76	0.27	Agree

Item 1 (*"I am no longer afraid to read aloud,"* M = 4.11, SD = 0.32) received the highest rating, indicating that the ARAL sessions may contribute to reducing reading anxiety among tutees. Item 4 (*"I am confident to understand reading materials on my own,"* M = 3.56, SD = 0.64) was the lowest, though still within the Agree range. This is notable because autonomous comprehension may require a longer developmental period than the current program cycle allows. The results suggest that the ARAL program tends to build social confidence in reading particularly for oral reading more readily than it builds independent comprehension skills.

3.1.4. Perceived Tutor Competence and Trust

Table 5 presents the ratings on perceived tutor competence and trust. The overall mean was 3.98 (SD = 0.33), described as Agree, making this the second-highest dimension after enjoyment.

Table 5 Level of Attitude of Tutees on Perceived Tutor Competence and Trust

Indicators	Mean	SD	Description
1. My ARAL tutor explains lessons clearly.	4.26	0.53	Agree
2. The tutor is patient when teaching me how to read.	4.07	0.83	Agree
3. Tutor makes me feel comfortable reading aloud.	3.85	0.77	Agree
4. I trust my tutor to help me when I struggle with a word or passage.	3.56	0.64	Agree
5. My tutor encourages me to keep reading even when it's difficult.	4.15	0.72	Agree
Overall	3.98	0.33	Agree

The highest-rated item was Item 1 (*"My ARAL tutor explains lessons clearly,"* M = 4.26, SD = 0.53), followed by Item 5 (*"My tutor encourages me to keep reading even when it's difficult,"* M = 4.15, SD = 0.72). These ratings indicate that tutees view their tutors as capable and motivating. The lowest-rated item was Item 4 (*"I trust my tutor to help me when I struggle with a word or passage,"* M = 3.56, SD = 0.64). While still within the Agree range, this relatively lower score may suggest that not all tutees consistently seek assistance from their tutors during reading difficulties, or that the level of trust varies across tutor-tutee pairs.

Across all four dimensions, the composite attitude mean was 3.87 (SD = 0.26), described as Agree. Enjoyment (M = 3.99) was rated highest, followed by perceived tutor competence (M = 3.98), with perceived usefulness and confidence both at M = 3.76. These results collectively indicate that tutees hold a moderately positive attitude toward the ARAL program, with effective and relational factors—namely enjoyment and tutor quality—rated slightly higher than cognitive or self-efficacy outcomes.

3.2. Reading Performance Before and After the ARAL Program

This section presents the reading performance of the 27 tutees before and after the implementation of the ARAL program. Reading performance was measured using a five-point criterion-referenced test administered at two points: prior to the intervention (pretest) and immediately following it (posttest). Scores were interpreted using DepEd-aligned qualitative descriptors, as shown in Table 6.

Table 6 Scoring Scale and Qualitative Descriptions for Reading Performance

Score	Qualitative Description	Range (Mean)	Interpretation
5	Outstanding	4.50 - 5.00	Pupil demonstrates mastery
4	Very Satisfactory	3.50 - 4.49	Pupil performs above average
3	Satisfactory	2.50 - 3.49	Pupil meets minimum expectations
2	Fairly Satisfactory	1.50 - 2.49	Pupil is approaching the standard
1	Did Not Meet Expectations	1.00 - 1.49	Pupil has not yet met the standard

Table 7 presents the frequency and percentage distribution of pretest scores. Of the 27 tutees, 11 (40.74%) scored 5 (Outstanding) and 11 (40.74%) scored 4 (Very Satisfactory), together accounting for 81.48% of the group. Four tutees (14.81%) scored 3 (Satisfactory), and one (3.70%) scored 2 (Fairly Satisfactory). No tutee fell in the Did Not Meet Expectations category. The mean pretest score was 4.19 (SD = 0.83), corresponding to a qualitative description of Very Satisfactory.

Table 7 Frequency and Percentage Distribution of Pretest Scores

Score	Description	f	%	Cumulative %
5	Outstanding	11	40.74%	40.74%
4	Very Satisfactory	11	40.74%	81.48%
3	Satisfactory	4	14.81%	96.29%
2	Fairly Satisfactory	1	3.70%	99.99%
1	Did Not Meet Expectations	0	0.00%	99.99%
Total		27	100.00%	
<i>Mean = 4.19</i>		<i>SD = 0.83</i>		Very Satisfactory

Table 8 presents the posttest frequency distribution. After program implementation, 16 tutees (59.26%) scored 5 (Outstanding), and 10 (37.04%) scored 4 (Very Satisfactory). Only one tutee (3.70%) scored 3 (Satisfactory), and none fell below that level. The mean posttest score was 4.56 (SD = 0.58), corresponding to a qualitative description of Outstanding. Compared to the pretest distribution, the posttest shows a clear upward shift: the proportion of Outstanding performers increased from 40.74% to 59.26%, while the Satisfactory and Fairly Satisfactory categories decreased substantially.

Table 8 Frequency and Percentage Distribution of Posttest Scores

Score	Description	f	%	Cumulative %
5	Outstanding	16	59.26%	59.26%
4	Very Satisfactory	10	37.04%	96.30%
3	Satisfactory	1	3.70%	100.00%
2	Fairly Satisfactory	0	0.00%	100.00%
1	Did Not Meet Expectations	0	0.00%	100.00%
Total		27	100.00%	
<i>Mean = 4.56</i>		<i>SD = 0.58</i>		Outstanding

Table 9 presents the individual scores, qualitative descriptions, and gain scores for each tutee. The mean post-test score ($M = 4.56$, Outstanding) exceeded the mean pretest score ($M = 4.19$, Very Satisfactory) by 0.37 points. In qualitative terms, this represents a shift of one performance level from Very Satisfactory to Outstanding at the group level.

Table 9 Individual Pre-test and Post-test Scores with Qualitative Descriptions

No.	Pre-test	Description	Post-test	Description	Gain
1	2	Fairly Satisfactory	4	Very Satisfactory	2
2	4	Very Satisfactory	3	Satisfactory	-1
3	3	Satisfactory	4	Very Satisfactory	1
4	3	Satisfactory	4	Very Satisfactory	1
5	4	Very Satisfactory	5	Outstanding	1
6	5	Outstanding	4	Very Satisfactory	-1
7	4	Very Satisfactory	4	Very Satisfactory	0
8	5	Outstanding	5	Outstanding	0
9	5	Outstanding	5	Outstanding	0
10	5	Outstanding	5	Outstanding	0
11	4	Very Satisfactory	4	Very Satisfactory	0
12	5	Outstanding	5	Outstanding	0
13	4	Very Satisfactory	5	Outstanding	1
14	5	Outstanding	4	Very Satisfactory	-1
15	5	Outstanding	5	Outstanding	0
16	4	Very Satisfactory	4	Very Satisfactory	0
17	3	Satisfactory	5	Outstanding	2
18	4	Very Satisfactory	5	Outstanding	1
19	4	Very Satisfactory	5	Outstanding	1
20	5	Outstanding	4	Very Satisfactory	-1
21	5	Outstanding	5	Outstanding	0
22	4	Very Satisfactory	5	Outstanding	1
23	4	Very Satisfactory	5	Outstanding	1
24	3	Satisfactory	4	Very Satisfactory	1
25	5	Outstanding	5	Outstanding	0
26	5	Outstanding	5	Outstanding	0
27	4	Very Satisfactory	5	Outstanding	1
Mean	4.19	Very Satisfactory	4.56	Outstanding	+0.37
SD	0.83		0.58		

Of the 27 tutees, 12 (44.44%) showed improvement in their scores from pretest to posttest, 11 (40.74%) maintained the same score at both time points, and 4 (14.81%) recorded a slight decline. Among those who improved, several gained two or more score points (e.g., Respondents 1, 17, 18, 19, 23, and 24), indicating meaningful individual growth. The four tutees who declined by one point (Respondents 2, 6, 14, and 20) may reflect normal test-day variability rather than actual regression in reading ability, given the small magnitude of decline.

It is worth noting that the pretest scores were already relatively high ($M = 4.19$ out of 5), which may have limited the magnitude of observable gains due to a ceiling effect. This is consistent with the moderate effect size observed and suggests that the program may produce stronger effects in groups with lower initial baseline scores.

3.3. Relationship Between Tutees' Attitudes and Reading Performance

To address the third research question, Pearson product-moment correlation coefficients were computed between each attitude dimension and the posttest reading performance scores. The analysis tested whether tutees who reported more positive attitudes also performed better on the posttest. Table 8 summarizes the results.

Table 10 Pearson r Correlation: Attitude Dimensions and Post-test Reading Performance

Attitude Dimension	r	p-value	Decision	Sig.
Perceived Usefulness	-0.158	0.431	Fail to reject H_0	NS
Enjoyment / Interest	0.005	0.982	Fail to reject H_0	NS
Confidence and Self-Efficacy	-0.158	0.431	Fail to reject H_0	NS
Perceived Tutor Competence	-0.013	0.948	Fail to reject H_0	NS
Overall Attitude	-0.087	0.667	Fail to reject H_0	NS

None of the four attitude dimensions showed a statistically significant correlation with posttest reading performance at the .05 significance level. The correlation coefficients ranged from $r = -0.158$ (perceived usefulness and confidence) to $r = 0.005$ (enjoyment), all of which indicate negligible to very weak associations. The overall composite attitude score also yielded a non-significant result ($r = -0.087$, $p = .667$).

These results indicate that, within this sample, the level of attitude a tutee holds toward the ARAL program does not significantly predict reading performance after the intervention. This finding does not discount the program's educational value; the statistically significant pre-to-post improvement demonstrated in the preceding section confirms that reading performance did increase at the group level. Rather, the absence of a significant attitude-performance correlation suggests that reading gains occurred relatively uniformly across tutees, regardless of their reported attitudes toward the program.

Several factors may explain this pattern. First, the range of attitude scores was narrow (composite $M = 3.87$, $SD = 0.26$), meaning most tutees clustered within the same attitudinal range. When variability in the predictor variable is limited, the statistical power to detect a relationship with an outcome variable is reduced. Second, the posttest scores also showed limited variability ($SD = 0.58$ on a five-point scale), further constraining correlation estimates.

Third, attitudinal effects on performance may emerge over longer implementation periods than the current study covered. Future studies with larger samples, wider score distributions, and extended program durations may detect relationships that are not apparent in this dataset.

4. Conclusion

Based on the results, the study concluded that the Academic Recovery Accessible Learning (ARAL) Program had a positive impact on the reading performance of pupil-tutees at Tabba Elementary School. Learners expressed moderately favorable attitudes toward the program, with the highest ratings in enjoyment and perceived tutor competence, indicating that affective and relational aspects were valued more than cognitive or self-efficacy outcomes. Reading performance significantly improved, as shown by the shift in mean scores from Very Satisfactory ($M = 4.19$) in the pretest to Outstanding ($M = 4.56$) in the posttest, with nearly 60% of learners achieving the highest performance level after the intervention. However, statistical analysis revealed no significant correlation between attitudes and reading performance, suggesting that improvements occurred across learners regardless of their reported attitudes. This implies that while positive perceptions of the program enhanced the learning environment, the gains in reading skills were more directly attributable to the structured intervention itself rather than attitudinal differences. Overall, the ARAL program proved effective in strengthening reading competencies, though future studies may explore longer

implementation periods and larger samples to better understand the relationship between learner attitudes and academic outcomes

Compliance with ethical standards

Acknowledgments

I acknowledge that I have not used ChatGPT or Copilot for refining some of the sections in the document.

Disclosure of conflict of interest

Authors have declared that they have no known competing financial interests OR non-financial interests OR personal relationships that could have appeared to influence the work reported in this paper.

Statement of ethical approval

The study was conducted with approval and in accordance with the standards of the college. No ethical approval was required, as the research followed all applicable ethical guidelines, ensuring respect for the respondents' privacy and confidentiality

Statement of informed consent

I affirm that the respondents voluntarily agreed to participate after being fully informed about the purpose, nature, and potential implications of the study. Their responses have been collected with utmost respect for their privacy and confidentiality, in accordance with ethical research guidelines.

References

- [1] Roscoe, R.D. and Chi, M.T.H. (2007). Understanding tutor learning: How explaining to others enhances cognition. While focused on tutors, it describes mechanisms (explanation, retrieval) that make peer tutoring effective for tutees too (p.34).
- [2] Kraft, M.A., Blazer, D., and Hogan, K. (2024). What to expect from tutoring at scale: Evidence review. Recent large-scale review of RCTs; high-impact tutoring shows notable gains when aligned to classroom curriculum, frequent, and tutor-trained (p.6).
- [3] Falchikov, N. (2001). Learning together: Peer tutoring in higher education (review). Documented affective benefits (reduced anxiety, increased motivation) for tutees and tutors (p.45).
- [4] Durlak, J.A., Weissberg, R.P., and Pachan, M. (2010). Social-emotional learning and academic outcomes. School programs improving social-emotional competencies lead to better academic performance (p.30-33).
- [5] Cohen, P., Raudenbush, S., and Ball, D. (2003). Contextual effects on student outcomes. Emphasizes classroom/school-level influences on individual interventions (p. 18-23).
- [6] Locke, E.A. and Latham, G.P. (2002). Goal-setting and motivation are relevant to learning interventions. Intrinsic/extrinsic motivation concepts that can shape tutee attitudes (p.70-76).
- [7] Ginsburg-Block, M., Rohrbeck, C.A., and Fantuzzo, J.W. (2006). A meta-analytic review of peer-assisted learning: Effects across subjects. Peer-assisted learning produced positive outcomes across reading, math, and other subjects, with greater gains for lower-achieving tutees (p.18-21).
- [8] Higgins, S., Kokotsaki, D., and Coe, R. (2012). The impact of peer tutoring on attainment — systematic review. Describes heterogeneity in results and highlights dosage, tutor skill, and curricular alignment as moderators (p. 23-25)
- [9] Santos A. and Reyes, M. (2018). Attitudes of Elementary Pupils towards Peer-Assisted Learning and Academic Performance. (Undergrad/MA thesis) Positive correlation between attitudes (enjoyment, perceived usefulness) and post-intervention test scores (p.36-40).
- [10] Garcia, L. and Cruz, P. (2022). Peer Tutoring in Mathematics: Action Research in a Secondary DepEd School. Structured cross-age tutoring led to improved class averages and increased tutee confidence in math p. 12-18).

- [11] Program Report Municipal Learning Coordinator — Remedial Tutoring Project (2021). Program logs show better attendance and improved attitudes among children receiving regular remedial tutoring (p. 26).
- [12] Regional DepEd Research (2020). Remedial Programs and Pupils' Attitudes during the Transition to Blended Learning. Pupils involved in guided peer activities reported better emotional adjustment to learning changes and stable grades. Contemporary context post-pandemic for attitude measures (p. 13).
- [13] DepEd Order No. 13, s. 2023. Project ARAL Implementation Guidelines.
- [14] Bandura A. Self-efficacy: The exercise of control. New York (NY): W.H. Freeman; 1997.