



Role of Peer Teaching in Enhancing Learning among Primary School Students

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ABSTRACT

This study has aimed at exploring the perceptions of female head teachers and female teachers in public primary schools of Tehsil Bhakkar in respect of role of peer teaching in enhancing learning among the primary school students. A quantitative approach using descriptive research design was used. The total population consisted of 33 female head-teachers and 126 female teachers with a sample size of 24 female head-teachers and 89 female teachers was drawn from the population, using Krejcie and Morgan (1970) criteria for sample size. The respondents were selected through stratified random sampling to get a good representation of the population. A five-point likert scale designed and developed by the researcher was used to gather data and descriptive statistics like frequency, percentage, mean and standard deviation was employed for analysis. The analysis showed that most of the female head teachers (62.50%) believed that peer teaching has a positive impact on learning with a mean value of 3.45 and a standard deviation of 1.38, suggesting that they had positive perceptions on the role of peer teaching in improving learning even though there were differences in their opinions. For the females teachers, the percentage of positive perception was slightly positive, with $M = 3.23$ ($SD = 1.35$) and slightly more disagreement and uncertainty. Peer teaching has been found to be generally viewed as a positive teaching method for enhancing students' learning in primary schools, but the acceptance of the peer teaching method among teachers is not unanimous. The study suggests that primary school teachers should be provided with opportunities to collaborate and mentor each other, develop confidence in peer teaching, and initiate regular PD sessions for teachers with support for the effective implementation of peer teaching in the schools.

Introduction

Peer teaching is a method of teaching that is used deliberately or unconsciously at all levels of learning. Sometimes the teacher consciously uses this technique. At times it is used as an in-between step by students, either consciously or subconsciously. When a student does not understand a subject, he/she can ask his friend who is next to him/her to clarify the subject. The student who has no idea about any subject, can take the help of his friend in the adjacent seat to learn. In short, peer teaching is a method that is used in people's lives in many situations throughout their learning experiences.

Just as in other professions, teachers need to be professionally developed (Mbande-Kwayini, Rulashe & Ramolobe 2024). The main goal of professional development is to improve the way teachers fulfill their teaching responsibilities so they can improve students' academic achievement. Disadvantaged children are identified by their teachers as disadvantaged and are performing poorer than children taught by teachers regularly undergoing professional development activities (Engels, Haupt, Kugelman & Dethleffsen, 2021). Good teaching is complex and requires a variety of instructional and content strategies to teach. Professional development is a skill development and acquisition of knowledge for individual growth and career advancement of teachers (Maboya, Jita & Chimbi,

2022). The professional development of teachers is based on a series of facilitated learning activities such as formal courses and conferences, workshops, seminars and other informal learning activities in the field (Shafiaai, Kadirvelu & Pamidi, 2020). These activities are intensive, participative, integrated, and evaluative; and include a variety of methods such as peer teaching to improve teacher development. Teachers' responsibilities require them to adjust their views and interpretations to the ever-changing nature of the profession, constraints and/or demands, and respond to these changes and constraints/demands by undertaking in-service professional development training (Molise, Kola & Ntshangase, 2023).

To better understand the subject, let's define the terms of peer teaching, and peer teaching. Peer: age, occupation, social status, etc. have the same meanings as each other. Teaching is giving the necessary information according to a certain purpose, training, education. According to Turkish language institution (2022), it is the organizing of activities that will facilitate the learning process, providing of materials and guiding. Peer teaching is one approach where one student teaches the other and the other is the student, and the instructor teaches the other student about a specific subject. A learning approach that involves two groups of students collaborating to acquire academic, social and behavioural competencies (Ministry of National Education, 2020, p. 9). Peer teaching involves learning from a person, and getting actively assisted to learn skills and support from another person. It involves similar social groups, but non-professional teachers, that help one another learn through this (Ünver & Akbayrak, 2013). Peer teaching can also be said as the support of students with same or different ages and levels for the mutual learning of each other (Türkmenoğlu & Baştuğ, 2017).

Students are asked to think about the concept questions and are encouraged to use information in their discussions rather than information which they have prepared (Yldrm & Canpolat, 2019, p. 129) to convince their peers that discussions have a purpose to break up the routine of lessons. Students in classroom and during break periods: cooperate in the form of helping, pointing out the mistake of their friends, doing together, looking, discussing, sharing and making suggestions. Peer collaborative interactions during reading/writing activities/recess. Based on the results of studies on peer teaching in general, it can be seen that the peer teaching method has a positive contribution in increasing students' scientific process skills, concept learning success and problem-solving success (Sayer, Marshman & Singh, 2016).

Babayigit and Erkus (2022) claimed peer teaching creates a more interactive and participatory learning atmosphere, motivating students to participate in the teaching and learning process. This interactive method will not only help in reinforcing the knowledge to the student-teacher, but will also offer another angle, one that might be more relatable to the learners.

Moreover, peer teaching's social and emotional effects are not to be ignored. Ram, (2025) stated that peer teaching improves students social skills, builds students' confidence and anxiety is decreased. These emotional benefits can also help create a more positive learning environment, and are essential to student success.

Literature Review

The study conducted by Topping (2021) highlighted that peer teaching does benefit students' academic achievement as it allows students to explain what they learned and help each other to compensate for the students' lack of knowledge. The use of this reciprocal-teaching approach provides the opportunity for greater processing and helps to ensure retention and understanding. In a like manner, a meta-analysis performed by Gillies (2016) indicated that PALS regardless of any changes in learning outcomes in students' academic performance was consistently positive across different subjects and grade levels. The research revealed that peer teaching was especially successful in the subjects where higher order thinking skills were needed, like science and mathematics.

One more crucial aspect affected by peer teaching is student involvement. Leung et al. (2022) found that peer teaching helps to increase student involvement through active participation and student responsibility. Peer teaching is interactive and facilitates students' participation in learning, thereby motivating students to learn and increasing students' interest. Leung et al. (2022) also report that students that are engaged in their learning are more likely to demonstrate positive actions in their learning, including asking questions about learning, asking for help, and working cooperatively with others.

Peer teaching has other social and emotional benefits, in addition to academic results. Hott and Walker (2023) found that peer teaching can have a positive effect on the social interactions and relationships between students. Peer teaching is a collaborative process which develops students' social skills, including communication, empathy, and teamwork. Furthermore, it helps to increase self-esteem and confidence of the students when they know they are valued and competent in their role as peer educators. That positive effect on social and emotional development fosters a positive classroom community.

The advantages of peer teaching are obvious, but there are difficulties with the effective use of this approach. However, Asgari and Rahimi (2023) state that one of the primary difficulties is the lack of proper trainings and support for student-teachers. If not guided, students will have difficulties to be effective teachers or to cope with classroom management. In addition, resistance may be encountered from the students and teachers who are used to the traditional way of teaching. Addressing these challenges will take careful planning, consistent support and an ability to modify and improve the peer teaching strategy.

One of the current concepts of professional learning is peer teaching, which encourages peer learning and facilitates frequent in-class observation, and thus a fair estimate of the normal performance of peers (Dhamala, 2024). This looks like a signpost for exemplifying schools where there is collegial interaction between teachers and head teacher which fosters a culture that makes the work of teachers a professional atmosphere (Porras, Díaz & Nieves, 2018). Reflection is a "cognitive process" in which people review their practices and learn from what happened, preparing them for similar circumstances later on. It is a procedure that enables teachers to acquire insights into their methodologies. Talaei, Bozorg and Schritter (2023) argued that self- and group-reflection and organizational-reflection are necessary for teachers to critically reflect on their practices and to reconsider their pedagogical approaches and practices in education. Reflection during and after action can help to improve understanding and the transformation in practice, leading to the development of the concept of reflective practice (Talaei et al., 2023).

Peer Teaching (PT) is one of the most important strategies at the school level that is identified to be fundamental for the professional development of economics teachers (Sukrajh et al., 2021). PT means a commitment to continuous improvement of staff performance and learners' outcomes is institutionalized. Nshimiyimana and Cartledge (2020) state that a PT is 'an ongoing process of teachers' activities through iterations of inquiry and mutual support to improve results for the students they teach'. According to Dhamala (2024), professional learning teams (PLT) consist of a group of teachers who meet together to improve their pedagogical skills and solve problems in the classroom, and share a common vision. This approach to professional development fosters teachers' growth, collaboration, and learners outcomes (Avonts et al., 2022). An effective strategy for PD in the school to improve quality of education and help teachers collaborate. It assumes that high-quality professional development activities promote teacher knowledge and teaching methods (Aydin et al., 2022).

Many research studies have been conducted that have established that the peer teaching method is used in educational institutions to improve the professional development of teachers in order to prepare them to effectively carry out their work. (Avonts et al., 2022). They claim that such TPD activities help teachers develop the skills of observation, training and inquiry, which they can teach their learners, and they are self-directed. The results of the study suggest that the school-based teacher professional development activities have a positive impact on school-based learning and support teachers to improve their learning and teaching their topics (Avonts et al., 2022). Other researchers supported the claim of increased professional effectiveness of teachers in conducting classroom knowledge delivery to students due to peer teaching (Toulia, Strogilos & Avramidis, 2021; Tanveer et al., 2023). As a professional development method, peer teaching can improve the classroom performance and enrich the teacher's knowledge of the topic, giving teachers the chance to develop and practice skills to better serve their teaching. (Zhang et al., 2022) It can enhance learning, content mastery, and information retention, leading to improved performance (Suswanto et al., 2023).

Statement Problem

The aim of this research is to look into the role of peer teaching for the enhancement of learning among primary school students. The study results are believed to make a contribution to the primary education field. Also, it is believed to be a significant contribution to the teaching process.

Research Objectives

- To know about the views of Female Heads about the role of Peer Teaching in Enhancing Learning among Primary School Students.
- To know about the views of Female Teachers about the role of Peer Teaching in Enhancing Learning among Primary School Students.

Research Questions

- What are the views of Female Heads about the role of Peer Teaching in Enhancing Learning among Primary School Students?
- What are the views of Female Teachers about the role of Peer Teaching in Enhancing Learning among Primary School Students?

Research Methodology

The study used Approach and Descriptive Research Design which was a quantitative method and Descriptive research in studying the role of Peer Teaching in Enhancing Learning in Primary School Students. The sample consisted of 24 (Girls Public Primary School Heads) and 89 (Female Teachers) out of population of 33 (Girls Public Primary School Heads) and 126 (Female Teachers) in Tehsil Bhakkar with the help of Krejcie and Morgan (1970) criteria of sample selection. The stratified random sampling method was employed so that there should be representation of stakeholders. For the gathering of data the 5-point likert scale questionnaire was used. The data collected was analyzed using descriptive statistics (frequency, percentage, mean and standard deviation).

Results and Data Analysis

The data analysis was carried out using descriptive analysis i.e. frequency, percentage and Standard Deviation.

Table: Views of female heads about the role of Peer Teaching in Enhancing Learning among Primary School Students (According to Obj # 1).

Responses												
SDA		DA		UD		A		SA		Total	Mean	SD
F	%	F	%	F	%	F	%	F	%			
3	12.50	4	16.67	2	8.33	9	37.50	6	25.00	24	3.45	1.38

The responses for 24 female head teachers with regard to the role of peer teaching in improving the learning of primary school students were summarized in the table below based on a 5-point Likert scale of Strongly Disagree (SDA) to Strongly Agree (SA) with regard to Objective #1 of the study. The largest proportion of respondents agreed (37.50%, n=9), followed by 25.00% (n=6) who strongly agreed, while 16.67% (n=4) disagreed, 12.50% (n=3) strongly disagreed, and only 8.33% (n=2) remained undecided, indicating that a combined 62.50% of head teachers held a favorable view toward peer teaching. The calculated mean score of 3.45, which lies above the midpoint of 3.0, confirms an overall positive inclination toward the effectiveness of peer teaching, but the standard deviation of 1.38 reveals a considerable spread in opinions, reflecting that although the average perception is supportive, there is notable diversity among the respondents, with a minority still expressing disagreement or uncertainty, suggesting that while peer teaching is generally perceived as beneficial, further reinforcement or clarification may be needed to address dissenting views.

Figure: Views of Female Heads about the Role of Peer Teaching in Enhancing Learning among Primary School Students (According to Obj # 1).

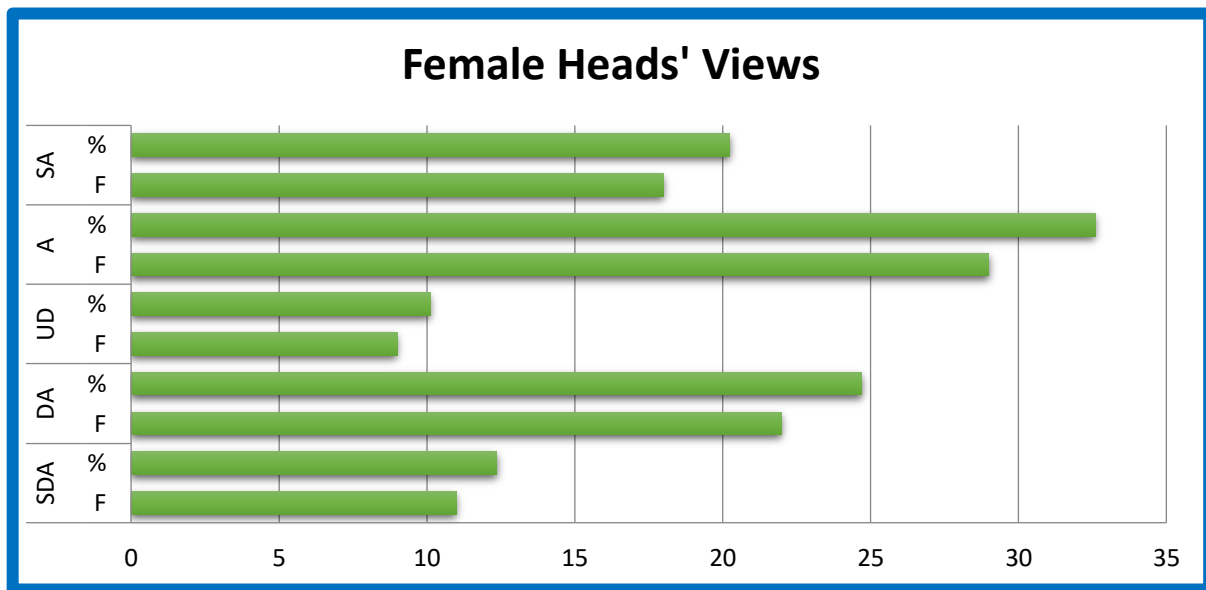


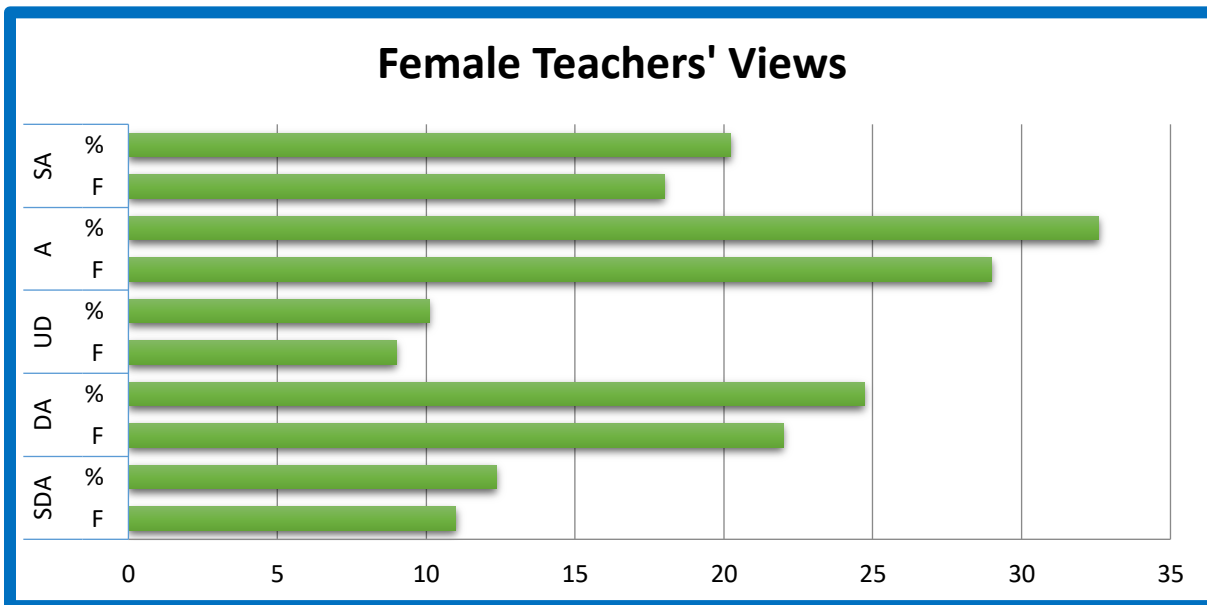
Table: Views of female teachers about the role of Peer Teaching in Enhancing Learning among Primary School Students (According to Obj # 2).

Responses												
SDA		DA		UD		A		SA		Total	Mean	SD
F	%	F	%	F	%	F	%	F	%			
11	12.36	22	24.71	9	10.11	29	32.59	18	20.23	89	3.23	1.35

This table presents the descriptive statistical analysis of 89 female teachers' opinions on the effectiveness of peer teaching in enhancing learning among primary school students, specifically addressing Objective # 2, using a 5-point Likert scale from Strongly Disagree (SDA) to Strongly Agree (SA). The response distribution shows that 11 teachers (12.36%) strongly disagreed, 22 teachers

(24.71%) disagreed, 9 teachers (10.11%) were undecided, 29 teachers (32.59%) agreed, and 18 teachers (20.23%) strongly agreed, making a total of 89 respondents. When combining positive responses, $29 + 18 = 47$ teachers ($32.59\% + 20.23\% = 52.82\%$) agreed or strongly agreed, while on the negative side, $11 + 22 = 33$ teachers ($12.36\% + 24.71\% = 37.07\%$) disagreed or strongly disagreed, and 9 teachers (10.11%) remained neutral, indicating that although a slight majority holds a favorable view, nearly 37% oppose it, reflecting a divided opinion. The calculated mean score is 3.23, which is just above the midpoint of 3.0, showing a weak positive inclination, and the standard deviation is 1.35, revealing a moderate spread of responses, meaning that while the average leans slightly toward agreement, there is considerable diversity in individual viewpoints, with a significant number of teachers expressing disagreement or uncertainty about peer teaching's role in enhancing primary student learning.

Figure: Views of Female Teachers about the Role of Peer Teaching in Enhancing Learning among Primary School Students (According to Obj # 2).



Findings

The majority of female head teachers (62.50%) held a favorable view toward the role of peer teaching in enhancing learning among primary school students, as reflected by the mean score of 3.45, which is above the midpoint of 3.0. However, the standard deviation of 1.38 indicates considerable variability in opinions, with a notable minority still expressing disagreement or uncertainty. This suggests that while peer teaching is generally perceived as beneficial, there is a need for further awareness or capacity-building sessions to address the concerns of dissenting respondents and ensure more uniform acceptance of this instructional strategy.

Among female teachers, a slight majority (52.82%) expressed agreement or strong agreement with the role of peer teaching in enhancing learning, while a substantial 37.07% held negative views and 10.11% remained undecided, indicating a divided opinion. The mean score of 3.23, only marginally above the midpoint of 3.0, reflects a weak positive inclination, and the standard deviation of 1.35 confirms considerable variability in responses. This suggests that although peer teaching is somewhat favored, the lack of strong consensus and significant opposition highlight the need for targeted interventions, such as demonstrative workshops or evidence-based discussions, to address teachers' concerns and build broader acceptance of this strategy in primary classrooms.

Discussions

The findings indicate that the majority of female head teachers (62.50%) viewed peer teaching positively, as reflected by the mean score ($M = 3.45$), suggesting that they consider it an effective strategy for improving students' learning. This finding is consistent with recent studies showing that peer teaching enhances academic achievement, student engagement, and collaborative learning (Babayigit, & Erkus, 2022). However, the relatively high standard deviation ($SD = 1.38$) indicates variation in respondents' perceptions, implying that some head teachers remain uncertain about its effectiveness. These differences may be due to variations in professional experience, training, or school contexts. Therefore, professional development programs and practical training on peer-teaching strategies are recommended to promote its effective and consistent implementation in primary schools.

The findings revealed that female teachers demonstrated a slightly positive perception of peer teaching, as reflected by the mean score ($M = 3.23$), although their views were noticeably divided. This indicates that while many teachers acknowledge the value of peer

teaching in improving students' learning, a considerable proportion remain uncertain or skeptical about its effectiveness. These findings are consistent with recent studies highlighting that peer learning promotes academic achievement, student engagement, and collaborative learning when supported by effective instructional practices (Özyer, 2025). The relatively high standard deviation ($SD = 1.35$) further suggests variation in teachers' perceptions, which may be influenced by differences in teaching experience, classroom environments, and professional training. Therefore, continuous professional development, practical workshops, and institutional support are essential to enhance teachers' confidence and encourage the effective implementation of peer-teaching strategies in primary schools.

Conclusions

It is concluded that female head teachers generally hold a positive perception of peer teaching as an effective strategy for enhancing primary student learning. However, the diversity in their opinions, with a notable minority expressing disagreement or uncertainty, indicates that acceptance is not yet universal. Therefore, while peer teaching can be recommended as a beneficial approach, targeted awareness and training initiatives are necessary to address concerns and foster broader consensus among head teachers.

It is concluded that female teachers have a weak and divided opinion on peer teaching's role in enhancing learning, with only a slight inclination toward agreement. The substantial opposition and uncertainty indicate a lack of broad acceptance. Therefore, targeted workshops and evidence-based discussions are needed to address concerns and build greater support for this strategy in primary classrooms.

Recommendations

Based on findings, these recommendations are drawn;

1. Ensure that teachers and head teachers are trained and have regular workshops to increase their understanding and application of peer teaching strategies.
2. Promote the use of peer teaching in the primary classroom through support and guidance.
3. Support teachers in working collaboratively (through experience sharing and mentoring) to build confidence and acceptance of peer teaching.

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