

## **Peer Tutoring: An Effective Student Leadership Driver**

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### **Abstract**

*The study marked at knowing how peer tutoring (PT) program could develop leadership skills in students. Leadership is something related to the values which leaders opt to convert and transform morals into engagements and threats into achievements. Inclusively, at the high school Multi-Tiered System of Supports educational specialists approve numerous elementary moralities and mechanisms including leadership. Peer assistance and coaching plans can be very productive means of supporting learners, and in developing leadership talents. The present study was qualitative in nature and interviews were conducted for the school's 9<sup>th</sup> grade students. Eight indicators were used in identifying Leadership trends amongst the participants. Findings supported improvement in leadership traits including; quality of relationship, different situations and skill levels. The participants found PT an eye opener and became supportive and cooperative, developing humility in them to think for all. The study concluded that compulsory planning and exercises must be structured for both tutors and tutees, guaranteeing their large-scale encouraging support as a peer leader for achieving healthy learning outcome.*

**Keywords:** peer tutoring, student leadership, leadership attribute, program

### **Introduction**

Diverse range of problems are resistant in the progress of students' learning worldwide. High and low economy countries both are facing a shortfall not only in students' level of achievement as well as interest in their academics. In spite of introducing a wide range of teaching-learning modern approaches, policies, and strategies, the challenges in the field have increased extensively. An increasing count of schools around the world is opting the instructional approach of design thinking (DT) to improve learners' involvement, imaginative and problem solving abilities (Hubbard & Datnow, (2020). These all help in promoting in them a sense of leading oneself and others. PT is an effective means of improving one's thinking patterns. All dimensions of leadership are significant in providing guidance in the effective production of leadership especially in the field of education. They may include:

“Leadership personality and behavior, leadership stability and change,

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emergence of the leadership role, leadership and social power, leader-follower interactions, and leadership and group performance.” (Stogdill, 1974).

The challenge for the leadership is to stimulate his team to execute tremendously in their administrations. Leadership is something related to the values which leaders opt to transform morals into engagements, apparitions into truths, complications into revolutions, difference into harmony, and threats into achievements. It is the environment that leadership develops where individuals accept challenging situations and convert them into incredible accomplishments (Kouzes & Posner, 2006), putting the whole situation into a lifelong progress. Bass & Riggio (2006) second Weber (1947) in admitting leaders to have diversity in their styles such as; transformational, transactional, enigmatic, inspiring, rationally exciting, and independently selfless. Warren Bennis claimed leadership as an innovative initiative that includes everything in revolutionizing and originating (Anyamele, 2004) better work styles even amongst the learners at any educational level. It improves the educational culture in how learners are able to take the responsibility of not only their own work and progress but also that of their peers.

Under PT program, peer assistance and peer coaching plans can be very productive and active means of supporting learners, developing leadership talents and involvement (Bright, 2019) in many tasks during their routine teaching practice. It is also productive in many professions especially education, for their active progress on practical grounds addressing local socio-educational issues to find their realistic solutions through learners’ behavior modification. Multi-Tiered System of Supports (MTSS) serves the purpose by supporting educationalists by providing learners’ educational and behavioral approaches addressing their diverse essentials. Inclusively, at the high school MTSS educational specialists and participants approve numerous elementary moralities and mechanisms including; leadership, cooperation, expert growth, configuration, information, judgment guidelines. Nevertheless, varied methods are recommended for their implementation at a high school situation (Daye, 2019) according to the needs of each setting for its best results. Sharing constructive thoughts about ones’ commitment and mentoring others and belonging to varied societal backgrounds in their private lives as well as being an expert gives them an opportunity to play their role as an accommodating, transformational, and energetic leader (Kaslow, 2020). PT while promoting leadership amongst the

learners when collaborating with each other as a responsible working partner, helps in developing healthy norms in the society. It also includes a necessary control on the progress of negative traits in masses. It further promotes collective thoughtfulness for social uplift along with long term social benefits, instead of just targeting individual academic interests.

#### *Statement of the Problem*

PT is a significant educational program which is being popularized in high economy countries of the world largely to raise students' spirit of volunteering for social service. Western all levels of education opt it for addressing a variety of their educational goals like; better academic output, positive socialization, raising sense of social or human service, developing self-esteem, high sense of responsibility for self and society, and developing leadership traits in young, etc. Educational progress of Pakistan and other low economy countries also require such an innovative ideas to grow parallel and meet the present needs of the time. The present investigation provides new perspective entrenched in futuristic approach especially to the research community of the countries to step forward for a progressive research outcome in the local scenario. The study was based on the interviews taken from the peer tutors and tutees of an Elementary school where a limited peer tutoring program had been running.

#### *Significance of Problem*

The study is directing in:

1. Recognizing PT's leadership development characteristics amongst the students to expend canvas of its practical nature especially in education and generally in society.
2. Suggesting the objective use of PT programs at national level in Pakistan and other low economy countries with futuristic approach to promote the idea of leadership development from the root gross level.

#### *Research Questions*

1. What leadership attributes are mainly developed in the students while working under the PT program?
2. Are the leadership attributes mainly exhibited by the tutees or by the tutors while working under the PT program?
3. What skill level tutors and tutees achieve while being exposed to the PT program?

## Literature Review

Interactive methodologies of education are suggested to be quite influential even in the intellectual progress of high achievers. It is also achievable by opting the educational plans which mainly focus upon knowledge building in its real sense, benefitting others (Thorkildsen, 1994) by integrating collaborative PT programs with the leadership concept. PT programs serve as a channel, progressing from fairness to vision. It happens by facilitating learners in progressing considerably in the literacy level that results as improved school output (Jenkins, Jenkins & Masterson, 2019) in terms of students' overall academics performance. Leader is a construct of standard set of values and emotions and stir others by opting varied ways like; convincing, expanding their individual or political web, challenges or accomplishments. The level of authority for a leader decides the level of responsibility they have (Ciulla, 2005) for the people around him. Better perception of leadership values make students self-award and selfless, targeting bigger wellbeing while working in the institutional PT program as a volunteer (Taylor, 2019). Supportive PT improves participants' communication capability along with their leadership skills considerably (Jung, 2018), which leads to better academic productivity. It further advances a deep sense of responsibility. Therefore, collaborative opportunities embedded with a sense of responsibility create unique prospects for the participants to achieve lifelong talents. These also influence their life circles significantly.

### *Leadership: A Primary Attribute of Peer Tutoring*

Leadership reserves its high value as an immaterial perception that is capable of generating very concrete outputs (Northouse, 1997). Heifetz and Linsky (2002) state in the favor of this idea that playing the role of leadership leads one to identify the purpose of life through serving others. It is actually the effort that one does in his affection for others (p.223), keeping human values alive. Integration of this very concept with students is intellectualized in many forms since long (Van der Meer, Skalicky & Speed, 2019) to employ its benefits for the progress of education sector. Special attention to this dimension of students' wellbeing along with their knowledge and abilities, improves tutoring aptitude. It also supports participants' talent, belonging to various fields (Van der Merwe & Maree, 2019) and endorse sense of care and togetherness. Jung's study (2019) shows the presence of healthy associations between the participants' confidence and leadership, optimism and knowledge fulfillment. These relationships reflect the effect of one feature on other

and enhance tutors' leading talent.

In the previous studies on PT at the school level, learners exhibited better level of socialization inside as well outside the school (Thurston, Roseth, Chiang, Burns & Topping, (2020). PT also raised learners' self-confidence and educational accomplishment (Zapata, (2020). Peer-Mediated Academic Instruction (PMAI) are found good source of evidence for educational development also in case of learners with autism spectrum disorder (ASD) (Haas, Vannest, Thompson, Fuller & Wattanawongwan, (2020). Similarly, learning accomplishment of the highly inspired learners vary from those with less inspiration (Arif, (2020). The tutees and tutors practice questioning in the PT sessions and reflect progressive approach of correcting their mistakes. Tutees also developed self-confidence whereas tutors advance their communication abilities (Sánchez Aguilar, (2020). Self-confidence, better relationship, inquiry skills, feeling inspired or inspiring, better communication with others, etc. serve as a set of some basic talents formulating a leader in the continuing span of time.

Weber's (1947) categorization of the leadership types seems useful in identifying different leadership roles that one can play in a particular situation. He elaborates on each type as; the charismatic ones guide their reliant factions how to fight with the crises and discover essential way out of the problems; those inspirational seem highly guiding in terms of their resources and approaches. They are rationally inspiring and offer challenging situations to their supporters, whereas the independently thoughtful leader follows strong principles of fairness and treats his supporters in different ways depending upon their individual growth necessities. On the other hand, transformational leadership is more in developing visions and concepts which can be independent and cooperative (Bass & Riggio, 2006). Peers in close collaboration with each other specially to address their academic gaps, are in ideal state not only to work on these gaps but also to influence each other purposefully. Instructor as a mentor guides them to play their desired role as a peer, broadening their vision as a student- leader. It gradually develops in them some improved levels of thoughtfulness, rationale to support others, inspiration to accept challenges, decision-making ability, proactive planning, etc.

#### *Peer Tutoring: A Gateway to Learn Leadership Ethics*

Lack of educational resources can be managed in the third world and low economy countries by opting PT that can also promote good sense of care for others. A previous study on Uganda and South Africa

reveals the possibility of success for the Worldwide Access to Literacy which used PT as the means of supporting struggling students as well as those who do not know reading at all in both of the countries (Jenkins, Jenkins & Masterson, 2019). Leadership is liable to motivate its admirers in executing and ending certain jobs as well as to interact in a particular way (The Leadership Blog, 2013). Leadership approaches have been modified by replacing the traditional traits with those more innovative, cultured and ethically secure (Begley & Stefkovich, 2004) to meet the challenges of the 21<sup>st</sup> century. They are conscious about what is important for them and also value the worth of virtuous conduct (Heathfield, 2008), modifying leadership spirit. They become supportive and devotedly engaged in followers' or employees' individual wellbeing. The individual leadership mindset needs to be appreciated for encouraging and supplementing learning that is long lasting (Wooten & Kaslow, 2020). PT supports the development of such a mindset from the root gross level and engraves in students the sense to lead and take others' responsibility also.

Productive directional conduct primarily rests upon the leader's capability of resolving complicated social anomalies appearing in the administrations. Improved knowledge level, problem-solving, organizational and social abilities were identified at advanced ranks of leaders (Mumford, Marks, Connelly, Zaccaro, & Reiter-Palmon; Mumford, Zaccaro, Harding, Jacobs & Fleishman, (2000) in the recent studies. All these create in a leader a good sense of relationship with his team and assuring achievement. It also works as an on-going process of self-evaluation for a leader.

### **Methodology**

#### *Theoretical Framework of the Study Leadership Indicators*



The above eight indicators drawn out of the leadership theoretical literature were used as the interview key items and helped in identifying Leadership trends amongst the participants (tutors and tutees).

### *Research Design*

The research study was qualitative in nature and interviews were conducted. The students of grade 9 were the population of the study whereas the participants from grade 9 were taken as tutors and tutees purposefully without any randomization as per the research design. The researcher of the present study as teacher leader took an initiative to make his students ready to improve themselves while working in the capacity of tutors or tutees. Participants as tutors and tutees were interviewed using a structured interview. Figure 3.1 shows the leadership indicators included in the interview. Indicators 1 to 4 were recorded for their level of existence, whereas the indicators 5 to 8 were calculated for identifying varied leadership attributes in each participant, developed as a result of PT.

### *Research Sample and Sampling Technique*

Qualitative indicators facilitated in reaching out learners' active understandings around the PT role in developing their leadership talents. The researcher opted purposive sampling technique for the selection of a school where peer tutoring had been practiced, as PT application is not officially common in Pakistan. As the researcher took a lead at his institution in applying peer tutoring practice in his subject teaching since last few academic sessions, therefore he found it best to interview 30 students of grade 9 (taught with PT) selected randomly. Tutors and tutees from the selected group of 30 were taken through homogeneous purposes sampling. There were 10 tutors and 20 tutees in total.

### *Data Collection and Analysis*

A structured interview was conducted for the collection of the required data. The collected qualitative data was organized and used for emerging themes, associated with each interview question. Theme based response frequency with percentage and mean for each was calculated. Each theme represents 4 to 5 related indicators.

### *Healthy Interaction*

**Table 1 Healthy Interaction**

	<b>Tutor</b>	<b>Tutee</b>
Indicator	%age	%age
Socializing skills	40	55
Strong relations	30	25
Social work	20	05
Positive Communication	10	10
Not Useful	00	05

Table 1 reveals that tutors and tutees improved most in their *socializing skills* even though tutees scored higher than tutors. Tutors as leaders took the responsibility as leaders and improved better in almost all the 4 factors as compared to tutees. Tutees found it as prior to improve their *socializing skills* to build strong relations with their tutors for better collaboration during work if to have academic progress. The people at work face emotional fatigue and depression that is mostly a risk to their emotional wellbeing. Therefore, their healthy associations with others while being at work create a significant cushion and makes them resist such pressures well (Schermyly & Meyer, 2016). In the present study as seen in the tutor-tutee responses against indicator 1 similar skills to develop associations with others are seen. Tutees were able to resist the pressure of academic improvement on them when built better association with their tutors and vice versa. Here both collaborated constructively as they were in better relations with each other and could also communicate their academic and other concerns comparatively easily. A leader has good social skills enabling him to develop better and expanded relationship with the people in his team or around him. More useful interaction leads to better work outcome as occurred in the present case of class work environment.

#### *Better Relationship*

**Table 2 Better Relationship**

	<b>Tutor</b>	<b>Tutee</b>
Indicator	%age	%age



<b>Peer Tutoring</b>	<b>Summera, Faisal, Zara</b>	
Social Behavior	60	45
Interaction	20	10
Relations	20	20
Better Communication	10	20
Not Useful	00	05

Table 2 shows that Tutors' worked on improving their *social behavior* than before, to achieve *better relationship* targets for a successful academic progress during the PT program. On the other hand tutees though comparatively less than tutors but also improved maximum in the same area. Both also improved notably in their peer interactions, their relations with each other and also in communicating with each other, which finally affected their overall relationships. Leadership development directly takes place on knowledge and skills (Sharma & Jain, 2013), and better relationship indicators are stronger amongst the tutors even though tutees also improved in this area significantly. As tutees are learning how to improve their team interaction, therefore they show lesser figures than those of tutors. Whereas, tutees improved their communication as well as relations with their peers during their peer tutoring exposure. This indicates that they are on a way to learn leadership ethics gradually like their tutors being work partners as Daniel Goleman (2003) found one common feature common in all types of leaders and that is emotional intelligence. He stated it as a common 'Essential' of the leaders that helps them get successful throughout their work pursuit. In the present study mainly the tutors as peer leaders were able to develop better relationship with their tutees as their team members, and it is the high beam of emotional intelligence. On the other hand tutees were also in a similar situation and tried to develop better relationship with their tutors taking positive initiative for their progress.

#### *Sense of Achievement*

**Table 3 Sense of Achievement**

	Tutor	Tutee
Indicator	% age	% age

<b>Peer Tutoring</b>		<b>Summera, Faisal, Zara</b>
Helping Others	40	00
Changing Others Positively	30	00
Developing willingness to work	10	45
Self-socialized	10	45
Did not respond	00	05

Table 3 relates that tutors got good *sense of achievement* by helping others, who were their tutees while being exposed to PT. Whereas, tutees got this feeling most by developing their own willingness to work, and also by becoming more socialized now. Relationship is vital to reflect on leadership and is considered as a focal point of the related approaches. It is generalized mostly in terms of relationship quality between the leader and his follower (Thomas, Martin, Epitropaki, Guillaume, & Lee, (2013), as the present study showed. LXM as the leader–member exchange and TMX as the team–member exchange show the extent to which quality mutual interaction takes place amongst the participants in their work environment (Banks, Batchelor, Seers, O'Boyle Jr, Pollack, & Gower, (2014) as in case of the present study. This kind of skills-based model may provide a viable new perspective for understanding leader performance (Mumford, Zaccaro, Connelly & Marks, (2000) at the peer learner level. It gave a good sense of achievement to the tutor leaders at maximum as compared to the tutees as team members. Healthy relationship led to convince them help others and had positive impact on them in their general behavior. It also helped them develop willingness to do hard work to improve their deficient areas and progress better to reach better performance outcomes. This means not only Leader-Member relationship is healthy but members' relationship with their inner self is also much better than before.

*Self-Evaluation***Table 4 Self-evaluation**

Indicator	Tutor % age	Tutee % age
Realized deficiencies largely	60	40
Feel responsible for myself	30	30
Feel responsible for others	10	00
Got socialized	10	30

Table 4 reflects that tutors and tutees both improved most in *realizing their deficiencies* as compared to the rest of indicators while getting exposed to PT. A previous study like the present one reflected better relationship between workers and their direct leaders and showed a progressive connection between leaders' main self-evaluation and ethical leadership. Both studies also revealed that workers' discussion philosophy controls the association between ethical leadership and performance of their work (Ahn, Lee, & Yun, (2018). Regular evaluation and improvement in the leadership capabilities can help in uplifting work atmosphere which provides a good platform of distinct growth for every individual as well as prepares leaders to achieve success in future. It is highly important for a leader to recognize personal strengths and weaknesses through routine self-evaluation, other than many other steps essential for being an effective leader (Watson, 2004) as seen in the case of present study. Self-evaluation in the present study involved self-reflection on personal shortfalls, measuring sense of responsibility of the leader for his own actions and also for that of his team members, and also identifying the level of leader-Member socialization. In case of the present study many tutors as peer leaders during their exposure to peer tutoring were conscious about evaluating themselves on their routine tutoring task following the instructions of their teacher leader, whereas tutees also developed this sense and tried to focus on their routine progress.

*Core Factor in Tutor-Tutee Relationship***Table 5 Core Factor in Tutor-Tutee Relationship**

	Tutor	Tutee
Indicator	% age	% age
Friendly Relations	40	50
Mutual Understanding	20	35
Motivation	20	00
Self-realization	00	00
Not Useful	00	10

Table 5 discloses tutors to get most help from PT helping most in improving their skill of social interaction by developing better *friendly relations* as compared to other factors. The tutees were more inclined to improve their *friendly relations* as compared to their tutors. A previous study outcomes advocate that the factors based on the work situation and individual himself are imperative in determining work satisfaction in a work environment (Laschinger, Purdy, & Almost, 2007). Management of relation is said to be a dynamic of innovation success (Barrand, Sanséau, & Ferrante, 2012). The tutor-tutee relationship in the present study improved through adding up friendly node that might have been weak before. Tutees who being under- confident comparatively for being low graders responded better to their tutors when they approached them in a friendly node. Similarly, now as tutor-tutee peer groups they were in a more responsible and directed role that made them develop a two way understanding with each other to work together for better outcomes. Tutees previously reluctant felt comfortable in communicating with their tutor leaders as they felt motivated as a tutor. Tutees might develop a good level of motivation and self-realization at a later stage of their progress.

*Best Trait to Help Improve Yourself***Table 6 Best Trait to Help Improve Yourself**

	Tutor	Tutee
Indicator	% age	% age
Cooperative	50	70

<b>Peer Tutoring</b>		<b>Summera, Faisal, Zara</b>
Good listener	20	05
Willingness	20	15
Good comprehension	10	00
Not Useful	00	10

Table 6 shows that tutees found PT helping the tutees in socializing by improving their cooperative response the most in their social behavior than all other factors. A previous study carried on leadership the researcher found his followers irresistible in their response, acknowledging the abilities of their great leaders (Cavell, 2007) as it is visible in the present study being more cooperative. Leadership contains a sense of responsibility that directs him towards reaching certain targets and applies whatever the human and material resources are accessible (Ololube, 2013). As in the present study the tutor leaders used to support their tutees like; classroom guidance, outside the classroom support, home support through WhatsApp, telephone, etc. Sense of responsibility leads to the development of many other skills like; becoming cooperative with others, ready to listen to the others' concerns, willingness to work together or for others, readiness to understand others in routine or at the time of need. It is important for the educational leadership to work with the sustainability objectives, to support and progress both teaching and learning (Hargreaves & Goodson, 2006) for individual and organizational progress. The interviewed students were able to bring improvement in their general behavior that led them progress in their academics. Tutees found them more cooperative to their tutors than their tutors themselves comparatively, helping them work better. Tutors took initiative to be better listeners to their tutees and addressed their concerns seriously, raising willingness to work together in both better than before. Transfer of leadership skills from a teacher leader to his students through opting a sustainable way out seems successful here in the present study, as Hargreaves & Fink (2004) stated that this type of leadership endures leadership in others. Wolinski (2010) also supported this view by moving one step ahead that leadership is a practice of including leaders' inspiration for an individuals' group, heading in the direction of the goal realization, relevant to the present case.

*Development of Positive and Negative Traits*  
**Table 7 Development of Positive-Negative Trait**

<b>Peer Tutoring</b>		<b>Summera, Faisal, Zara</b>	
	Tutor	Tutee	
Indicator	%age	%age	
Confidence	40	30	
Socialization	20	60	
Did not respond	20	05	
Passion of Social work	20	05	

Table 7 reveals that tutors improved in their confidence further in leading their tutees, whereas tutees though less than tutors but improved notably in their confidence as now they could present their case better in front of their tutors or in the class during routine lessons. Tutors also improved notably in other two sub-indicators, whereas tutees were mostly of the view that they improved in their socialization. It is probably because their main focus was to become more social and break their social barriers if to progress. Former leadership theories had their major focus on relationship quality but the later ones seem focusing on diverse factors like those related to varied situations and levels of skills (Charry, 2012). The present study focused on both; relationship quality as well as the situations during students' exposure to the peer tutoring program and to their varied skill levels that they achieved. Menkes (2011) relate Larry Bossidy that people should use their full potential to be a successful leader. A good leader needs to be a well-planned manager and serve with full dedication to his work association (Uzohue, Yaya, & Akintayo, 2016). Using full as in the present study tutors led the way and tutees being the member of the group also followed their tutor leaders for the best progress of their academics. Here in the present study teacher leader worked at the back as a guide or mentor and kept monitoring the overall progress of the peer tutoring process. He was there to encourage and stimulate his tutor-tutee groups and in turn tutors did the same to their tutees. They tried to draw out full potential from the program collectively but working in their own situations.

*Personality Weakness Removed*

**Table 8 Personality Weakness Removed**

	Tutor	Tutee	
Indicator	%age	%age	
Lack of confidence	60	60	
Confusion	20	30	

<b>Peer Tutoring</b>	<b>Summera, Faisal, Zara</b>	
Lack of Interaction	10	10
No Response	10	00

Table 8 shows that the tutors and tutees both were able to overcome *lack of confidence* at quite a high rate which appears to be a big achievement for the both and for the teacher leader playing behind. Building confidence could be a milestone towards further development of students in any possible area of main performance indicators or skill levels. Tutors and tutees both also improved well in other areas as sub-indicators especially confusion. Overcoming confusion during collaborative sessions of peer tutoring might also be a supportive factor in this regard. Some of the major attributes expected from a leader include; A good sense of responsibility along with the responsibility of ones' own actions, look for the opportunities for self-progress and solidification of qualities, recognize his people and work for their welfare, etc. (United States Army, 1983). As in the present study self-awareness being one of the essential strength of emotional intelligence gave individuals deep understanding of their feelings, powers, flaws, desires and ambitions (Goleman, 2003). In case of the present study, during peer tutoring program the participants developed certain skill levels creating in them good level of knowing themselves. Tutors played as leaders who were not only helping others but improving themselves after identifying their own weaknesses. On the other hand tutees once realized their weakness, they were ready to work on them that made them self-led for improvement. Dye & Garman (2014) name it as exceptional leadership. Knowing about oneself in the present study was also an opportunity for both tutors and tutees.

### **Discussion**

It is very significant for teachers to make their students learn about lifelong skills and also about how they can perform their roles as the leaders of others, beyond the limits of giving them just knowledge and skills (Mihăilă-Lică, 2020). This is what the present study researcher did as he took initiative for the very first time at his school to introduce peer tutoring program though individually as the pioneer. Later it became popular amongst many teachers of their elementary school for its diverse effectiveness. The researcher took it as a very productive opportunity. The present study is also an extension of the same series of studies on the peer tutoring while exploring its diverse effectiveness. While exploring this program the researcher found this program quite useful in

inculcating leadership skills in the students if exposed with peer tutoring program. Many tutors who were restricted to their closest friends and tutees who were reluctant in socializing commonly felt both confident and motivated in leading themselves or their peers for their academic progress. An active leader is always focused on driving results (Fein, 2016; Middleton, 2012) and to gain wisdom of leadership amongst students, as in case of present study where PT provided good opportunity to the collaborating peers to play their roles actively for better outcomes. If a person has a positive relationship with his leader (tutor) his feeling of self-respect will be better resulting in his positive response to his work organization (Bhargava, & Pradhan, 2017) as observed in the present case, along with the learners' work progress. In PT exposure students refined their complex talents to analyze, evaluate, and synthesize their reactions meaningfully, strengthening their emotional dynamics. In both groups the introvert tutors and tutees attained developed levels of relationship through better collaboration. It also helped them develop better and productive friendly terms with their peers and tutors led the peer tutoring sessions effectively.

Self-regulated learning helped students improve on their metacognitive capabilities, realizing them the way how they learnt and how their emotive capabilities are related to their spirits and sentiments (Meyer, Haywood, Sachdev, & Faraday, 2008). This study mainly experienced the profits of supportive learning (Baruah, Ward & Jackson, 2019) and participants realized their own hidden talent of leading others in diverse situations. The participants of the present study expressed their views to second Amanchukwu, Stanley, and Ololube, (2015) that real school educational leadership and management generate such an arrangements and practices to create associations for full involvement in teaching.

Studies are rarely available on the topic in concern. Foran's and Longpré's (2010) action research report reflected on the similar idea but the originality in the present study is the significant role of peer tutoring in developing leadership talents amongst the participant learners as either tutors or tutees. The author was engaged in incorporating PT in their instructional plan and noticed its effectiveness in a variety of ways. His active conduct of PT in his subject teaching realized him on its gradual influence on the learners' development with some leadership traits, leading to the conduct of present study. It may lead to further studies touching various dimensions of the topic in future, helping implement leadership development plans at the school level. In another study on PT program at



the West Chester University's Learning Assistance and Resource Center tutors' role was enhanced as PT coordinators (PTCs) (Lloyd, Manigo, Jones & Crouse-Machcinski, (2020), revealing PT's potential to work on the development of leadership skills at the university level but the present study initiates the trend of socio-educational reforms from the root gross level with an inclusive approach prioritizing young leadership. The study is contributing an efficient horizon to work on for meaningful shift of present instructional designs to the one having more realistic and user friendly approach.

The instructional designs at the school level incorporated with well-planned officially introduced PT-lead strategies can be a way forward in addressing diverse academic issues in education. They can help out public and private education systems especially at the school level to improve learners' level of individual involvement in taking leading role in and outside the class willingly. It can also address many behavioral problems of learners to reduce their emotional disagreements and recover rational agreements, promoting sense of responsibility through healthy social relations.

### **Conclusion**

The tutors and tutees as participants of the study found PT's regular sittings quite productive in overhauling shortfalls in their academics. On the whole the participants as tutors and tutees found PT as *a healthy interaction* which helped them improve their *social interactions* expanding the horizon of their socialization, gave them better levels of the sense of achievement, and realized them the worth of *'better relations'*, in and out of the classroom setting. They found PT sessions an eye opening prospect where they learnt how to be *'supportive'* and *'cooperative'* as a leader for their fellows productively. A significant skill level both achieved in most of the leadership indicators especially in; social skills, their relationship quality, confidence building, sense of responsibility for self as well as others.

### *Recommendations*

Compulsory planning and exercises must be structured for both tutors and tutees, guaranteeing their large-scale encouragement and support as a peer leader to achieve healthy outcome. Research market in the low economy countries needs a wide scale labor in the field, to achieve better by addressing living educational problems through a

sequence of action research. The need based investigations will serve meaningfully in offering concrete descriptions to the prevailing hitches of the education system in the low economy countries regarding learners' inability and performance disasters. Involving students' human resource in their own and societal progress is essential in preparing them for future leadership role.

### *Research Implications*

Compulsory engagement in PT program would be a productive and need based option in students' internship programs for a period of summer or winter break. Such a program would train the learners to play their part as useful citizen of their society and also to prepare themselves as leaders for the future challenges of life. This program would train students to have good sense of responsibility and to discharge energy in serving or facilitating others as an alternative of just wasting their precious youthful time for fun. A healthy social discourse will be seen in the educational setup of low economy countries that would promote healthy practical educational trends addressing the global challenges successfully. It would be equally an even more productive instructional strategy if opted strategically to reduce students' dropout rate at high school in the high economy countries. Discourse on peer tutoring and leadership development may further support in achieving the national goals successfully for educational uplift and leadership development but it would require a continuous serious follow up policy.

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