ADA UNIVERSITY

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CAPSTONE PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN EDUCATIONAL MANAGEMENT

Tutoring and Peer-tutoring: Roles and Responsibilities of Tutors and Peer-tutors

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STATEMENT OF AUTHENTICITY

I have read ADA's policy on plagiarism and certify that, to the best of my knowledge, the content of this paper, entitled (Tutoring and Peer-tutoring: Roles and Responsibilities of Tutors and Peer-tutors), is all our own work and does not contain any unacknowledged work.

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Supervision Committee Members: Signatures:

Dr.Vafa Yunusova _____   _____

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The comments of the capstone Supervisors on the Capstone defense of the above named student:

Strengths: Very timely conducted project regarding freshman navigation throughout the campus and succeeding in their further studies at X University; problem statement was defined based on the context (Student Academic Support Center) and two previously compiled handbooks lacking in agreement and mutual benefits for freshman success; sufficient literature review embeds all three important concepts: tutoring, peer-tutoring,

and tutee perceptions of both; methodology and conceptual framework- Constructivist and Interpretivist- was adequately chosen and designed; data sources and data collection tools were decently selected ; data analysis was carefully done; clear recommendations were provided; well-designed final product *Handbook for Tutors and Peer-Tutors* was presented.

Weaknesses: The Capstone Project team may reconsider their problem statement and rewrite it in a more precise and clear way.

Final Presentation:

Supervision Committee Decision:

Supervisor: Dr. Vafa Yunusova

Pass: approved Grade: <u>APPROVED</u>

Fail: Capstone Project rejected

Supervisor:

Pass: approved Grade: _____

Fail: Capstone Project rejected

Abstract

This exploratory qualitative study aimed to explore the roles and responsibilities of tutors and peer tutors at X University. More specifically, the research was oriented on gaining a better understanding of whether tutors and peer-tutors recognized their roles, knowledge, skills, competencies, and experiences while performing their roles and fulfilling their responsibilities. In addition, the study aimed at discovering tutees' perception of tutoring and peer-tutoring experiences.

Qualitative interviews were conducted with two tutors, four peer tutors and four tutees from the Student Academic Support Services at X University. Besides, to collect comprehensive data, the Capstone team did observations during two tutorial sessions and a document review. Four main findings emerged from the data: the roles and responsibilities of tutors and peer tutors; tutors' and peer tutors' perceptions about their roles and responsibilities in peer-tutoring; and freshman's perceptions of peer-tutoring. Hence, data analysis resulted in unforeseen findings, such as challenges associated with tutoring and peer tutoring.

Based on the literature review and the data from this qualitative research study, recommendations for best practices to improve the experiences of tutoring and peer tutoring at X University were discussed in detail. Recommendations were accomplished by designing a new handbook for Student Academic Support Services.

Keywords: tutoring, peer-tutoring, tutee perception, tutors and peer-tutors' roles and responsibilities

Contents

Chapter 1: Introduction

Research highlights tutoring and peer-tutoring have become increasingly popular as a support structure in higher education (Topping & Ehly, 2001). As an age-old practice tutoring and peer-tutoring is considered to provide additional, special, or basic instruction in which either a professional instructor or students who have mastered a particular subject assist tutees struggling in that course. Moreover, tutoring and peer-tutoring are important parts of the university teaching-learning process designed to improve student success rates and to enable students to achieve their professional goals (Binstead & Snell, 1981; Sharif & Ismail, 2010; Topping & Ehly, 2001; Topping, 1996). One common form of tutoring and peer-tutoring, which is the subject of this Capstone project, is dyadic and small-group tutoring, where a tutor or peer-tutor works with one tutee or a small group of tutees to support them gain a deeper understanding of course material (Binstead & Snell, 1981; Sharif & Ismail, 2010; Topping & Ehly, 2001; Topping, 1996). High quality tutoring and peer-tutoring enhance retention and facilitate advancement throughout the higher education pipeline, positively impacting undergraduates, graduate students and even junior faculty (Binstead & Snell, 1981; Sharif & Ismail, 2010; Topping & Ehly, 2001; Topping, 1996). During the interview and observation of tutors and peer tutors, we tended to better understand their roles and responsibilities and how they themselves perceived tutoring and peer tutoring. The aim of this study was to develop a better understanding about the roles and responsibilities of tutors and peer-tutors. Moreover, the Capstone team aimed to discover how tutees perceived the roles and responsibilities of tutors and peer tutors.

Background

Student transition into university culture is often considered challenging (Kember 2001; Krause 2001; Lawrence 2005), and first year students face many academic, social, emotional and personal challenges as they begin their journey in higher education (McInnis 2001). These include: low pass rates, high first year dropout rates, low participation rates, low degree completion rates (Strydom & Mentz, 2010; Wilson-Strydom, 2010; Scott, 2009). Tutoring and peer tutoring is not a new idea in higher education in the US, it is as old as any form of collaborative or community action and has probably always taken place implicitly (Topping and Ehly, 2001; Topping, 1996). Given the mode of action, Sharif and Ismail (2010) have noted tutors' responsibilities include conducting individualized tutorial sessions for students with academic deficiencies and determining what skill areas require additional assistance. Similarly, Binstead and Snell (1981) claimed the tutors' roles contained designing and implementing exercises and activities to facilitate student's academic improvement.

In regard to peer-tutoring, Topping (1996) defines, "the peer tutor as a surrogate teacher, in a linear model of the transmission of knowledge, from teacher to tutor to tutee" (p. 321). Peer tutoring is a term that has been used to describe a wide array of tutoring arrangements and most of the research on its success refers to students working in pairs to help one another in learning material or practicing an academic task (Murray, 2015).

Some benefits of peer tutoring for students include higher academic achievement, improved relationships with peers, improved personal and social development as well as increased motivation (Munley, Garvey, & McConnell, 2010). Peer tutoring has been implemented with students of all ages and levels in all subject areas. Besides, peer tutoring is an economically and educationally effective intervention for both the tutor and tutee, socially and educationally by motivating them to learn (Murray, 2015).

According to Munley, Garvey and McConnell (2010), peer tutoring is not a single, undifferentiated educational strategy. Peer tutors learn a great deal by explaining their ideas to others and by participating in activities in which they can learn from their peers. They develop skills in organizing and planning learning activities, working collaboratively with others, giving and receiving feedback and evaluating their own learning (Munley, Garvey & McConnell, 2010).

Peer tutoring provides teachers the capability to accommodate a classroom of diverse learners to improve academic achievement across ability levels and content areas (Munley, Garvey, & McConnell, 2010). According to Murray (2015), the main objectives of peer tutoring is to help students engage their own active learning and critical thinking skills. Peer tutoring works best when students meet with tutors regularly (Murray, 2015). Students are expected to arrive for tutoring prepared with questions, having completed or attempted homework, and caught up on course readings (Murray, 2015).

Statement of the problem

Cohen and Brawer's (2002) research indicates that students experience stress and they need strategies to adjust to college life in order to be successful. Due to stress, anxiety, and depression, they cannot perform well and they are placed on academic probation for the low

cumulative Grade Point Average (GPA). They may stay on probation and can be subject to dismissal until their cumulative GPA reaches or exceeds 2.00. Academic Probation status is a warning that students are not meeting the university success minimum. The Probation period represents a time to examine students' approach to their academic life and allow them to change and improve their academic standards (Cohen & Brawer, 2002). Approximately 25% of all students may be on academic probation at some time in their college careers (Cohen & Brawer, 2002; Garnett, 1990). According to their probation status, students are required to spend at least an extra semester at university, or take necessary courses during summer school to complete their degree requirements (Cohen & Brawer, 2002). Consequently, universities around the world commit to helping students improve their academic performance so that they can return to good status and make progress toward their degree.

Likewise, universities in Azerbaijan strive to support students in their studies and involve instructors, specialists, and successful students in helping low-achievers. According to the Education Law of the Republic of Azerbaijan (2009) and amendments made in 2019 (Chapter III, Article 31.0.2), participants of the process of education are educators (pedagogical staff) – teachers, assistants, advisors, tutors, mentors, assistant teachers, assistant mentors, practicing psychologists, sociologists-pedagogues who are directly involved in the teaching process. Considering the Article 31.0.2 and potential outcomes of tutoring and peer-tutoring practices in the world universities, the X University as a higher education entity was implementing tutoring and peer-tutoring within the Student Academic Support services. At the beginning of the semester, the Student Academic Support services require students on academic probation to complete an academic success plan, in consultation with their advisor. After meeting with their advisor, they meet with a specialist. Depending on the areas targeted for

improvement, they may be suggested regular meetings at the Writing Center, work with a peer tutor, mental health counselor, or other kinds of supportive bodies (Cohen & Brawer, 2002). Tutoring and peer-tutoring practices offered by the Student Academic Support services benefit students and they gain higher academic achievement, improve relationships with peers, improved personal and social development as well as increased motivation (Munley, Garvey & McConnell, 2010).

Hence, tutors and peer tutors of the Student Academic Support services at X University were facing several problems. One of the main problems was that tutors and peer-tutors sometimes confused their roles and responsibilities; therefore, they were not able to assist tutees properly during the tutorial sessions and contribute to their fullest achievements. The confusion of roles and responsibilities may have been derived from the two different handbooks utilized within the Student Academic Support Services. Besides, the misunderstanding of the roles and responsibilities may have led tutors and peer tutors to lose their self-confidence that could hinder their productivity, and resulted in ineffective functioning of Student Academic Support Services.

This qualitative study aimed to understand the contexts where university tutors and peer-tutors functioned and whether they recognized their roles, knowledge, skills, competencies, and experiences while performing their roles and fulfilling their responsibilities. The Capstone team strived to understand whether tutors and peer-tutors acknowledged their roles and responsibilities and to what extent they contributed to tutees' academic achievement. As a final product of the research, the Capstone Project team has devised a comprehensive handbook for a general use based on two available handbooks so that tutors and peer-tutors of all four programs across X University may benefit from.

Purpose of the study

The main purpose of this study was to explore the roles and responsibilities of tutors and peer tutors at X University. More specifically, our research has been oriented on gaining a better understanding of whether tutors and peer-tutors recognized their roles, knowledge, skills, competencies, and experiences while performing their roles and fulfilling their responsibilities. In addition, the study aimed at discovering tutees' perception of tutoring and peer-tutoring experiences.

Rationale

The rationale behind our choice of X University in the center of Baku, Azerbaijan is this university's specific shared values: quality, integrity, diversity and collaboration. The shared values interdependently encourage the campus and community to build a dynamic, robust, and interactive learning environment. As a state, higher education institution, X University offers both undergraduate and graduate degree programs by four major schools on campus. The university creates the learning environment by enhancing applied knowledge and engages in a learning process that leads to acquiring relevant skills and their transformation to future professionals.

Moreover, the diverse range of students including international students, scholars, scientists, educational leaders are welcome and served at X University. Overall, the number of students enrolled was approximately 2324 and represents diverse regions of Azerbaijan being 89% undergraduate and 11% graduate, 54% men and 46% women in the 2019-2020 academic year. X University has 1427 alumni in 45 countries across the globe. X University also supports more than 15 Education Abroad Programs in 40 countries around the world. Faculty and academic staff consist of more than 1000 educators. The students' outstanding achievements

and the nationally and internationally earned prestigious scholarships make this public university unique.

Another reason why we have chosen the X University is that the freshman class achievements and academic credentials are too high. A student's high school record and results of a standardized test are a predictor of academic success in X University. In addition, standardized tests ensure the impartiality and transparency of our admission. Citizens of Azerbaijan interested in X University's undergraduate programs have an option to apply through available routes: 1. SEC test; 2. SAT test; 3. IB DP scores/A-levels/AP scores. Winners of relevant international and local Olympiads are eligible to apply without the test scores. Minimum scores of SEC tests for different groups vary from minimum 300 and 400. Minimum 6.0 in IELTS Academic or 75 in IBT (including online TOEFL) or 50 in PTE Academic or 95 in Duolingo English Test (can be taken online) are admission requirements.

Considering all the aforementioned reasons, we were highly encouraged that we would be able to obtain sufficient and important information and valuable insights on tutoring and peer-tutoring, roles and responsibilities of tutors and peer tutors as well as tutees' perceptions of tutoring and peer-tutoring experiences at X University.

Research questions

The following research questions will guide this study:

1) What are the roles and responsibilities of tutors and peer tutors at X University?

2) To what extent do tutors and peer-tutors acknowledge their roles and responsibilities?

3) What are freshman (tutees) perceptions of tutoring and peer-tutoring?

Significance of study

In this particular study, we tried to understand whether tutors and peer-tutors acknowledged their responsibilities and roles in students' academic achievement or not. Moreover, we sought an answer for understanding what roles and responsibilities were employed by tutors and peer tutors, and what made tutoring and peer tutoring services meaningful for tutees at X university. As a result of our research, the Student Support Services may have improved the practice of tutoring and peer-tutoring and increased the benefits to all (tutors, peer-tutors, and tutees). Finally, we provided recommendations regarding tutoring and peer tutoring services to share the experience of X University with other universities in Azerbaijan and contribute to the countrywide success in the field of education. The Capstone team intended to devise a manual for tutors and peer-tutors with precisely and clearly defined roles and responsibilities. The designed manual may have contributed to tutors and peer-tutors' performance and productivity.

Definition of terms

Tutoring is guiding students in their knowledge of the university to promote their integration in the new university context and reflection in the university education process (Topping and Ehly, 2001, p.113).

Peer-tutoring is an exercise in which a pre-trained academically successful student instructs another student or a group of students (Yurt &Aktaş, 2016).

Peer-assisted learning (PAL) is regarded to be an umbrella concept comprising "a group of strategies that involves the active and interactive mediation of learning through other learners who are not professional teachers" (Topping &Ehly, 2001.p.113).

Collaborative learning is considered as an interdependence between individuals and groups of people thus, it requires both personal work and team commitment (Falcione, Campbell, McCollum, Chamberlain, Macias, Morsch, &Pinder, 2019).

Supplemental instruction is used as a learning tool to assist students in developing their academic skills, increasing grades and having a positive impact on retention (Skoglund,Wall &Kiene, 2018).

At risk students refer to students who are in the dropout phase and not considered academically successful (Zhang, Fei, Quddus& Davis, 2014).

Assumptions and Limitations

This study had several limitations, which was important to consider. A sample size of two tutors, four peer tutors, and four tutees was relatively small compared to the total population of tutors and peer tutors in Student Academic Support Services at X University. The sample was gender-biased as it comprised only four male but six female participants. Another limitation was the time constraint as the Capstone team had to work within a certain time frame due to COVID-19 lockdown. The lockdown made the data collection process tense and the team had to change the mode of it. The scheduled face-to-face interviews were conducted online via Zoom and Skype.

Likewise, observations were done online though initially the Capstone team planned to conduct in-class observations. Also, the Capstone Team had to change the decision of conducting focus group interviews with tutees to one to one online interview. Because of an unexpected lockdown, the team had to reschedule a focus group interview at the last minute, the tutees refused to be interviewed together because of conflicting schedules. As a result, they were interviewed individually.

Chapter 2: Literature Review

Theory and practice of peer tutoring

As mentioned in Topping (1996), peer tutoring is a specific type of collaborative learning, in which learners teach each other and learn by teaching.

Peer tutoring emerges from the literature and practice of supplemental instruction (Zaritsky, 1994). Emergence of supplemental instruction in the 1970s offered an alternative vision of tutoring, shifting it from assistance for at-risk students to additional support for all students (Zaritsky, 1994). Morillas and Garrido (2014) stated, peer tutoring must be an indispensable part of the university as it helps the students to improve their success rate and to achieve their professional goals. Studies have proved that peer tutoring is frequently used abroad and this method has some positive results such as improving academic achievement, increasing students' confidence and developing attitudes and interests against the courses (Robinson, Schofield & Steers-Wentzell, 2005). Today peer tutoring is one of the key components of learning support structure at universities (Vincent, Munley, Eoghan & Michael, 2010). The scope of peer tutoring programs is quite wide and it focuses on the benefits which involve removal of the typical hierarchical structure, increased motivation and empowerment for students and tutors (Miller &Mac Gilchrist, 1996). As far as peer tutoring is concerned, it is a teaching strategy where a group of students interact to help each other's learning by one student occupying the role of tutor and the other the role of tutee. A more competent, informed, and experienced mentor with a supportive role is called the 'tutor,' although less qualified students receiving assistance from a tutor are called 'tutees (Topping,1996). Usually peer tutoring involves the linking of intelligent students with less-intelligent ones. According to Ullah, Tabassum, and Kaleem(2018) peer tutoring has positive impacts on student learning,

motivation and socialization. Peer tutoring was also found effective in the development of creativity and problem-solving skills of both tutors and tutees.

Later another approach was developed by Vygotsky's social constructivist theory. According to Vygotsky (1997), learning is a dynamic, social and cultural process which happens in relationship with others. He also states that people continue to learn and develop through their interaction with others and their cultural artifacts (Wink&Putney, 2002).Vygotsky places importance on students more than teachers. He recognizes learners as interactive agents in the learning process, who are encouraged and guided to bring their solutions to problems, and try ideas beyond their capacities. He did not acknowledge learners and instructors as separate entities, rather he developed "social constructivist learning environment that linked the two together" (Vygotsky,1997). According to social constructivism, students learn best when they actively share their knowledge in collaborative activities with their peers and construct their own understanding through social interaction.

Peer-tutoring is considered as a learning process which has been based on Vygotsky's Social Constructivism theory. Peer-assisted learning (PAL) is regarded to be an umbrella concept comprising " a group of strategies that involves the active and interactive mediation of learning through other learners who are not professional teachers" (Topping &Ehly, 2001, p.113). Peer tutoring is one of the most implemented types of PAL. Its distinguishing feature is the emphasis on coursework content and the unique roles of peer tutors and tutees (Topping,1996). According to Topping (1996), since the concept and implementation of peer tutoring has increased over years, it resulted in many forms and types, therefore it is difficult to define peer tutoring. However as mentioned in Topping (1996), peer tutoring is a specific type of collaborative learning, in which learners help each other and learn by teaching. Peer tutoring

is a collaborative learning process in which a trained student helps and supports the group of students with low level of knowledge in an interactive, meaningful, and organized way (Ullah, Tabassum & Kaleem, 2018).

Types of peer-tutoring

A common type of peer tutoring program engages advanced undergraduate students who have successfully completed a course to lead a small group of currently enrolled students in problem solving sessions (Vincent et al.,2010). Vincent et al. (2010) claims that peer learning activities typically yield the following results for both tutor and tutee: team-building spirit and more supportive relationships; greater psychological well-being, social competence, communication skills and self-esteem; and higher achievement and greater productivity in terms of enhanced learning outcomes. According to Lopez (2010), peer tutoring is quite beneficial for both the tutors and the tutees as the tutees learn with the help of the tutors and tutors learn along with the tutees. Peer-tutors strengthen their academic skills, gain strong leadership and teaching skills, enhance their communication skills, and most importantly, make a difference on their campus (Margarida,2008).

Peer-tutoring in higher education may also have an impact on students who are at risk of dropping out (Girves, Zepeda & Gwathmey, 2005). In this case both students may benefit simultaneously from this experience(Topping, 2005). As to most educators, tutor learning is a direct result of tutors' engagement with instructional activities such as explaining, answering questions and correcting tutee errors (Cohen 1986; King 1998). Those activities are supposed to provide peer tutors with opportunities to practice their knowledge and generate new ideas. According to McKellar (1986), educators refer to peer-tutoring as an effective method to increase learning rate, contribute to the social skill development and develop a range of other

essential skills of the students. Gönen (2012) also elaborated that the peer tutoring method applied to the students added to their teaching skills and further enhanced their social and emotional sides as well. Moreover, studying together and applying similar and clear comments positively affects the success of the peers (Karakoç, 2002). As stated by Topping (2005), in some cases tutee questions could stimulate interactive dialogues that strengthens tutees' deeper learning.

Whitman (1988) classified relationships between tutors and tutees on the premise of the degrees of similarities and differences between partners, and distinguished several types of peer tutoring employed in higher education, some classified as involving 'near-peers', others making use of 'co-peers'. Whitman saw 'near-peer' tutors, such as undergraduate teaching assistants, tutors and counselors, as being at a more advanced level than the learner, whereas 'co-peers', such as partners or work group members, are deemed to be at the same level. The second type is called cross age peer tutoring which relates to older and more competent and knowledgeable students teaching younger students (Gumpel & Frank, 1999).

Forman and Cazden (1985) argued that a difference in expertise between two individuals is required for peer tutoring to occur, so that the more experienced person can serve as a tutor to the less knowledgeable one.

A peer-tutor

Defining the role of peer tutor is very complex, and it might be even more bewildering to get tutors to understand the role themselves (Falchikov,2001). As for Sobral (2002, p. 1066), a student tutor has three functions: (1) to help the tutees in study tasks; (2) to aid the faculty in teaching tasks compatible with his/her knowledge and experience; and (3) to act as a link between teacher and tutees. The peer tutor can take on the role of facilitator, creating

collaboration opportunities for learning. Peer tutoring is widely implied in several universities in the world and it is found to assist the tutoring recipients towards higher scores and increased self-esteems (Lopez, 2010). Denis, Watland, Pirotte, and Verday (2004) distinguish four peripheral peer-tutor roles: designer, manager/administrator, co-learner, and researcher. An all-embracing list is presented by Lentell (2004, p. 74), "Peer-tutors need to have knowledge and a broad conceptual understanding of their field. They have to be effective listeners and communicators, coaches, facilitators, mentors, supporters, and resources. They have to listen, to shape, to give feedback, to motivate, to direct, to appreciate – broadly to be developmental and problem solving." Similarly, the peer tutoring responsibilities may further involve tutors' self-judgments about how well they could explain the information in a way that is easy to understand and beneficial (Roscoe & Chi, 2008).

Moreover, peer tutoring is advantageous for students, as it provides opportunities for discussion which lead to learning in an affable environment. In the same way, peer tutoring builds up confidence and enhances cognitive levels of introverted students because it gives confidence to shy students which may enable them to express themselves in front of the class (Ullah, Tabassum& Kaleem, 2018). In general, peer tutors help other students either on a one-to-one basis or in small groups by continuing classroom discussions, developing study skills, evaluating work, resolving specific problems, and encouraging independent learning (Falchikov, 2001).

Training peer-tutors.

As Driscoll (2015) stated, training tutors to teach others is an on-going part of the program, but it is also an essential element of peer tutoring. Before the program begins and tutors start providing instruction to other students, they should gain some training from teachers

and administrators. The training program should focus on performance teaching the tutors the basics of instruction and teaching. In this way, peers are trained to model, advise, and facilitate rather than directly address curriculum content (Colvin, 2007). Even if a student understands the subject material well, it is not always easy to communicate the material to others.

By training students and teaching the basic skills that a tutor needs to instruct, it is easier to avoid complications or accidentally giving away the answers. While training should occur before the program starts, teachers and administrators should take time to provide continued instruction and training on a regular basis. Taking one day per month to update the tutors, evaluate their and make individual suggestions for improvement will make the program successful (Driscoll,2015). An effective peer tutoring program needs clear goals and a well-organized plan of action to succeed. When the plan is not created before starting the program, it can quickly get out of control (Driscoll,2015). According to Driscoll (2015) The goals should focus on simple ideas that students can work toward and the program should start with small steps and then work up to a larger goal when the students are prepared to take the program to a new level.

Importance of peer-tutoring in literature.

However, there are only a few studies specifically focusing on the quality or nature of the helping task and role of a peer tutor within peer tutoring (Colvin,2007). Studies regarding peer tutoring have revealed that this method is currently applied in many countries and has some positive consequences such as improving academic achievement, contributing to students' confidence and developing interests for the courses(Robinson, Schofield& Steers-Wentzell, 2005).Moreover, according to Ullah, Tabassum, and Kaleem(2018), peer tutoring has positive impacts on student's motivation and socialization. Studies show that if the tutors and tutees are

involved in collaborative work under the planned program it can build up confidence and enhance cognitive levels of introverted students (Ullah, Tabassum& Kaleem, 2018).

Studies proved that peer tutoring has become increasingly common as a support structure in higher education. Peer tutoring has also been shown to deepen tutors' own academic learning and improve their identities as leaders (Murray, 2015). Abbot, Graf and Chatfield (2018) state that insufficient preparation might be one of the challenges peer tutors confront. Programs in which tutors are working with a particular class of students may also involve regular meetings between the tutor and course instructor (Murray 2015) or meetings between tutors and tutoring program advisors/coordinators (Christie, 2014). Different studies demonstrate that in the cases where preparation consists of only one-time meeting tutors may not feel fully ready in terms of the skills and knowledge to successfully render tutoring responsibilities (Falchikov, 2001; Topping & Watson, 1996). While many tutoring programs require that the tutors have previously taken the course for which they will now serve as tutors, some tutors also described the challenge of finding time to refresh their knowledge of the course material (Alsup et al., 2008; Evans et al., 2001). Another significant challenge for peer tutors that needs to be addressed is role clarity (Colvin, 2007). Literature supports that when expectations from peer-tutors are unclear they feel under pressure and sometimes take extra responsibilities which can leave them overworked (Christie, 2014; Owen, 2011).

Tutors' roles and responsibilities.

Binstead and Snell (1981) claimed tutors were responsible to help tutees to understand different perceptions, assess their knowledge, assist and motivate the tutees in the learning processes. These professionals were also in charge of explaining various topics and answering all the doubts and questions of the student regarding the materials (Binstead& Snell, 1981).

Tutors are also responsible to promote tutee individual learning. Sharif and Ismayil (2010) emphasized the importance of developing a study plan for tutees with the help of tutors, considering their and program goals. Facilitating tutees to improve study methods also includes the selection of appropriate learning resources (Sharif &Ismayil, 2010).

Moreover, Binstead and Snell (1981) state that tutors monitor tutee performance or assist tutees in academic environments, such as classrooms, laboratories, or computing centers. They review class materials, discuss texts, find solutions to problems and review other assignments of tutees. Yet, tutors are not content experts, they are only facilitators of the tutorial process and guide groups ensuring the full participation of all members and helping to avoid misunderstanding (Binstead& Snell, 1981). Moreover, as Sharif and Ismail (2010) noted, tutors' responsibilities included conducting individualized tutorial sessions for tutees with academic deficiencies determining what skill areas required additional assistance.

According to Binstead and Snell (1981), tutors have to be familiar with the learning objectives in order to guide the tutees to progressive learning. They claimed the tutors' roles contain designing and implementing exercises and activities to facilitate student's academic improvement. Likewise, Sharif and Ismail (2010) emphasized that tutors should encourage critical thinking and ensure that tutee knowledge is challenged and probed.

Tutees' perception of peer-tutors.

According to Gordon, Henry, and Dempster (2013), tutees perceived peer-tutors as the ones who connected them to the campus and academic environment. Tutees accepted peer-tutors as leaders, coaches, advocates, and friends who they trusted (Ningrum, 2018). Moreover, tutees' perception of peer-tutor roles in group sessions was as a facilitator and an assessor.

Tutees were certain that positive and constructive feedback received from peer-tutors contributed to their academic success. Ningrum (2018) concluded that peer-tutors were more approachable than instructors, more aware of learning outcomes and more sensitive to tutee feedback.

Chapter 3: Research Design

Description of Methodology

We used a qualitative method to conduct this study. The rationale behind selecting a qualitative research method was that this technique focused on collection of data from a relatively small number of respondents by asking questions and observing behavior (Creswell, 2013).

Another major strength of qualitative approaches was that they had the potential to generate detailed descriptions of the participants' thoughts and tended to focus on "why" reasons for a phenomenon. Qualitative research took place in a natural setting, enabling the researcher to establish a level of detail from a high level of involvement in actual experiences (Creswel,2007).

Qualitative research involved purposeful use for describing, explaining, and interpreting collected data. As researchers, the goal of the Capstone team was to search for the answers to the given research questions, clearly explain tutors', peer-tutors', and tutees' understandings, meanings, and interpretations and describe the findings of their perceptions, roles and responsibilities, and experiences at X University.

We strongly believed that a well-designed study would provide the best answers to the well-defined research questions (Creswell, 2007). In this study, we outlined participant sampling, recruitment, data collection, interview, document review, observation, data analysis processes and the concepts of validity and reliability.

Design of the Study

The choice of research design depends on the objectives of the research in order to be able to answer the research questions in research problems (Crotty, 1998). The Capstone team used exploratory type of research, since we considered it an appropriate research type to conduct in-depth interviews and observations with the respondents. Exploratory research design is mostly used in cases when the problem must be defined more precisely to gain additional insights before an approach can be developed (Creswell, 2013). This design intended merely to explore the research topic and questions with varying levels of depth, leaving room for further research and did not aim to provide final and conclusive solutions to existing problems.

Exploratory research design was mainly conducted to tackle new problems on which little or no single previous research had been done in Azerbaijan. Therefore, the Capstone team applied exploratory research design to delve into the roles and responsibilities of tutors and peer-tutors, particularly, gain a better understanding whether tutors and peer-tutors were cognizant of their roles and responsibilities, knowledge, skills, competencies, and experiences while performing their roles and fulfilling their responsibilities as well as discover tutees' perception of tutoring and peer-tutoring experiences at X University in Azerbaijan. Given the study design, the team conducted one-to-one interviews with tutors, peer-tutors, and tutees. The researchers also did observation and document review.

Constructivist Framework

To better understand the roles and responsibilities of tutors and peer tutors at X University, more specifically, their own acknowledgement of knowledge, skills, competencies, and experiences while performing their roles and fulfilling their responsibilities as well as tutees' perception of tutoring and peer-tutoring experiences, the constructivist paradigm was

chosen appropriate for our project. As Mertens (2009) described, constructivists strive to understand how different people construct different realities through interactive data collection between the researcher and participants.

The central idea of constructivism is that human learning is possible to be constructed and broadened by the learners themselves, and consequently the learners may build new knowledge upon the foundation of their previous learning (Hynek & Teti,2010). Typically, constructivism is divided into three broad categories: cognitive constructivism which is based on the work of Jean Piaget; social constructivism based on the work of Lev Vygotsky; and finally, radical constructivism (Budde,2009). Tutoring and peer tutoring is aligned with social constructivist theory by enhancing negotiation between the student tutor and tutee, where knowledge construction is developed through communication and dialogue (Hynek & Teti,2010). According to Budde (2009), constructivist learning theory holds up a variety of student-centered teaching methods and techniques which contrast with traditional education, whereby knowledge is simply transmitted from teachers to students. Therefore, as constructivist researchers, we were interested in how tutors and peer tutors supported tutees and how tutors and peer tutors themselves gained new knowledge from their experiences.

Interpretivist Framework.

The Capstone team also investigated tutoring and peer-tutoring, tutors' and peer tutors' roles and responsibilities as well as tutees' perceptions from the interpretivist perspective. Interpretivism is based on grouping various approaches together, including social constructivism, phenomenology and hermeneutics approaches (Greeff, 2015). According to Greeff (2015), interpretivist approach is important for the researcher as a social actor to appreciate diversity between people. Additionally, interpretivism studies might be considered

with a high level of validity because data in such studies tends to be reliable and above suspicion (Redish,1996). Consequently, the Capstone team benefited from the interpretive framework which was based on a naturalistic approach to data collection such as interviews and observations (Redish, 1996).

Participant Sampling and Recruitment

There are a number of methods for identifying study participants. For this study, the Capstone team used purposive or purposeful sampling, as both terms were used interchangeably in the research literature (Creswell, 2013). Purposeful sampling was chosen as it applied to both individuals and sites. "In purposeful sampling, researchers intentionally select individuals and sites to learn or understand the central phenomenon" (Creswell & Plano Clark, 2011, p.206). This method allowed the Capstone team to identify and select the participants for this research who possessed solid knowledge and comprehensive information about tutoring and peer-tutoring. Purposeful sampling assisted the researchers in determining the participants who were experienced enough in academic advising (Creswell & Plano Clark, 2011).

The Capstone team decided what they needed to investigate and set out to find people who were able and willing to provide the information by virtue of knowledge or experience (Bernard, 2002). Additionally, the researchers selected tutors and peer-tutors among both women and men to yield a heterogeneous sample. There were three main target populations at X University. They were tutors, peer-tutors and students - tutees, who the team aimed to interview and find out their perceptions and experiences. Purposeful sampling was used to recruit respondents since they had experience of the phenomenon the Capstone team was going to study. Research highlights that purposeful sampling can be useful when the researcher has limited resources, time, and workforce (Creswell, 2007). Given the available resources, time,

and workforce, we chose two tutors, four peer-tutors, and four tutees as a sample for this study to conduct one-hour semi-structured interviews with each of them.

Creswell (2007) also states that the reason why to choose a purposeful sampling is because it allows researchers to select individuals and sites for the study purposefully to get a deep understanding of the problem and more adequate insight to the central phenomenon in the specific study, because they can purposefully inform an understanding of the research problem and central phenomenon in the study.

The purposive sampling technique, also called judgment sampling, is the deliberate choice of a participant due to the qualities the participant possesses (Battaglia, 2008). Particularly, in choosing tutors, expert sampling was used to choose experts in a particular field to be the subjects of this study.

Oppong (2013) emphases that "heterogeneous sampling" should be applied in selecting candidates across a broad spectrum relating to tutoring. Thereby achieving a greater understanding of the research topic and looking at a subject from all available angles, "heterogeneous sampling" was used to choose tutees (Oppong, 2013)

The Capstone team obtained permission from the X University administration to gain access to the research site and participants. We also sent an email to participants and invited them to participate in this study. Please see the recruitment email in Appendix A. The participants were assured about confidentiality of their responses. They were also informed about the right to withdraw from the study any time.

As a next step, the Capstone team planned to contact the participants to negotiate an interview date, start and end time and location that was free of distraction, all at the convenience of the participant (Saldaña, 2011). The planned contact visits with potential

participants would help us to identify participants who were really interested and motivated to participate in the interviews (Seidman,2006) and allow us to provide detailed explanation on nature and procedures of our project.

Due to COVID - 19 lockdown in Azerbaijan, we could not meet study participants in person. We had to maintain online contact with the participants and explain the procedures of interviews and observation to them. They were also informed that their voices were going to be recorded for later transcribing. After getting their approval of participation in the study, each of them was sent a consent form to sign before the interview. Please see the participant consent form in Appendix B.

Data Collection Process.

The method of collecting data is an effective way to seek and document the views, feelings, opinions, values, attitudes and beliefs of an individual or group about their personal experiences in their own words as well as factual information about their lives (Saldaña, 2011).

Data for this exploratory qualitative study was collected from different sources of evidence, including documents, observations, and interviews to strengthen the credibility of outcomes and enable different interpretations and meanings to be included in data analysis (Yin, 2018).

The semi-structured interviews were conducted to collect qualitative data with predesigned questions in the interview protocols for tutors, peer-tutors, and tutees to record the data throughout our research. Please see the interview protocols for tutors, peer-tutors, and tutees respectively in Appendices C,D,E.

The interviewing process was complemented by observation of two tutorial sessions and document review. We believed data collection from different sources would allow us to obtain more information.

Interview.

The Capstone team collected data through semi-structured interviews that Fontana and Frey (2000) defined as "one of the most powerful ways in which we try to understand our fellow human beings"(p. 645). Semi-structured interview helped us to obtain tutors and peer-tutors' reflections on their own experiences with tutoring and peer-tutoring. Interviewing was an essential form of inquiry that provided access to the behavioral context of individuals and thus provided researchers with a way of understanding the meaning of that behavior (Seidman, 2006).

The Capstone team planned to conduct focus group interviews with four tutees to get their shared understanding. We intended to have a focus group interview as an advantageous technique to collect data from a group of people who would have something to say on the research topic, and interaction between them would yield rich information (Creswell, 2012). By conducting a focus group interview, the team aimed to create data based on the team communication synergy and tutees engagement in discussion (Green, Draper & Dowler, 2003). Focus groups would have provided data on a range of individual opinions and feelings about certain issues and elucidated the differences in perspective between groups of individuals (Rabie, 2004). Yet, the Capstone team had to change their initial plan and conduct one -to- one interview via Zoom and Skype online with each of four tutees due to COVID-19 lockdown in Azerbaijan.

The Capstone team started interviews with participants and observations in late March, 2020. The team members used interview protocols with predesigned questions. The data recording protocols mentioned by Creswell (2012) helped to ask probing questions to elicit more detailed information and provided space for the interviewer to take notes of responses.

Document Review.

Document analysis in qualitative research requires to examine and interpret data in order to obtain meaning, understanding, and empirical knowledge (Corbin & Strauss, 2008) and has frequently been used in combination with other qualitative research methods. By examining information gathered through various methods, the researchers substantiated findings across data sets, and thereby reduced the impact of potential biases that may have existed in the study.

According to Creswell (2012), documents are a valuable source of data in qualitative research and they provide a good source of text (word) data for researchers. Moreover, document review enabled the Capstone Team to uncover meaning, build understanding, and find insights relevant to the particular research problem (Merriam,1988). The Capstone team also collected data from university web sites, as Creswell (2012) stated, these sources provided growing data for researchers. We collected word data from following sources, such as "advertisements, agendas, attendance registers, manuals, brochures" (Bowen, 2009, p. 27).

Observation.

Observation is a great tool that everyone needs in his or her career (Frieden & Sbarbaro, 2007). This is the time for the people to show off their skills, figure out how they are doing, and get that valuable one-on-one time with a mentor (Wolski,1958). Moreover, observations let us see the result of an experiment, and even if the results were quite unexpected to us (Wolski,1958). Yet, Freiden and Sbarbaro (2007) claimed that observation does not mean

staring at someone directly as it is considered to be disturbing and impolite. In contrast, observation is more about listening to the people's voice, noticing their feelings and emotions, paying attention to their methods, techniques and behavior throughout the procedure (Frieden &Sbarbaro, 2007).

The Capstone team planned to observe at least six tutees over a three-week period. This practice was chosen to collect the most detailed data possible. Later, we were planning to intersect observation notes with the interview data to gain a deeper understanding of tutors' and peer-tutors' roles and responsibilities and experiences as well as tutees perceptions of tutoring and peer-tutoring. During the observations, the Capstone team would witness the interactions between the tutors, peer-tutors, and tutees. Additionally, the team members would observe how tutors and peer-tutors performed their roles and fulfilled their responsibilities. Meanwhile, they could notice student reactions to tutoring and peer-tutoring from a different angle. Due to COVID -19 lockdown in Azerbaijan, the Capstone team was able to observe only two recorded tutorial sessions.

Data analysis

To analyze the data, the Capstone team first started to examine the data. The analysis involved listening to interview recordings and transcribing them. Consequently, the plan of the Capstone team was to carefully read the written transcripts a few times because it was necessary for us as researchers to be involved in the data analysis process (Creswell, 2014). Taking this necessary step, we could get a general overview of the information and reflect the overall meaning of the data.

As a further step, the Capstone team used coding techniques to identify codes and themes, group them by categories so that team members could label the categories (Saldaña, 2016).

Coding involved taking text data, segmenting sentences in different categories and naming those categories with a specific term. We associated the ideas and themes that differed (Rubin & Rubin, 1995) and applied saturation. Finally, we were not able to discover new codes (Urquhart, 2013) or even the further information did not originate a new theme (Birks & Mills, 2015).

The Capstone team looked for patterns across the relevant data. They started to simplify those patterns. Pulling out representative pieces of data, the team members summarized patterns and trends across the full sample (Miles & Huberman, 1994; Spradley, 1979). The next step was displaying the data in tables and matrices. The designed tables and matrices assisted in drawing reasonable interpretations and conclusions across the various data sources and participants. Triangulation was applied to distill the research findings (Berkowitz 1997; Miles & Huberman, 1994).

Validity.

In regard to qualitative validity, the Capstone team accurately checked the findings and applied iteration (Hartley, 1994;Hartley, 2004). The patterns, themes, and categories were visited and revisited so that the team members could reconnect them and refine the new emerging insights. Patton (2002) and Berkowits (1997) stated that applying iteration assisted in creating new meanings.

The team applied triangulation to realize more accurate analysis and explanation to strengthen the validity of the data collected from different sources (Gillete& Rand, 2016;

Patton, 1999; Patton (2015) as cited in Yin, 2018, p. 128). The audio recordings were cross

checked and field notes taken during the observations were utilized. Triangulation enabled the

team members to better understand tutoring and peer-tutoring. See Figure 1.
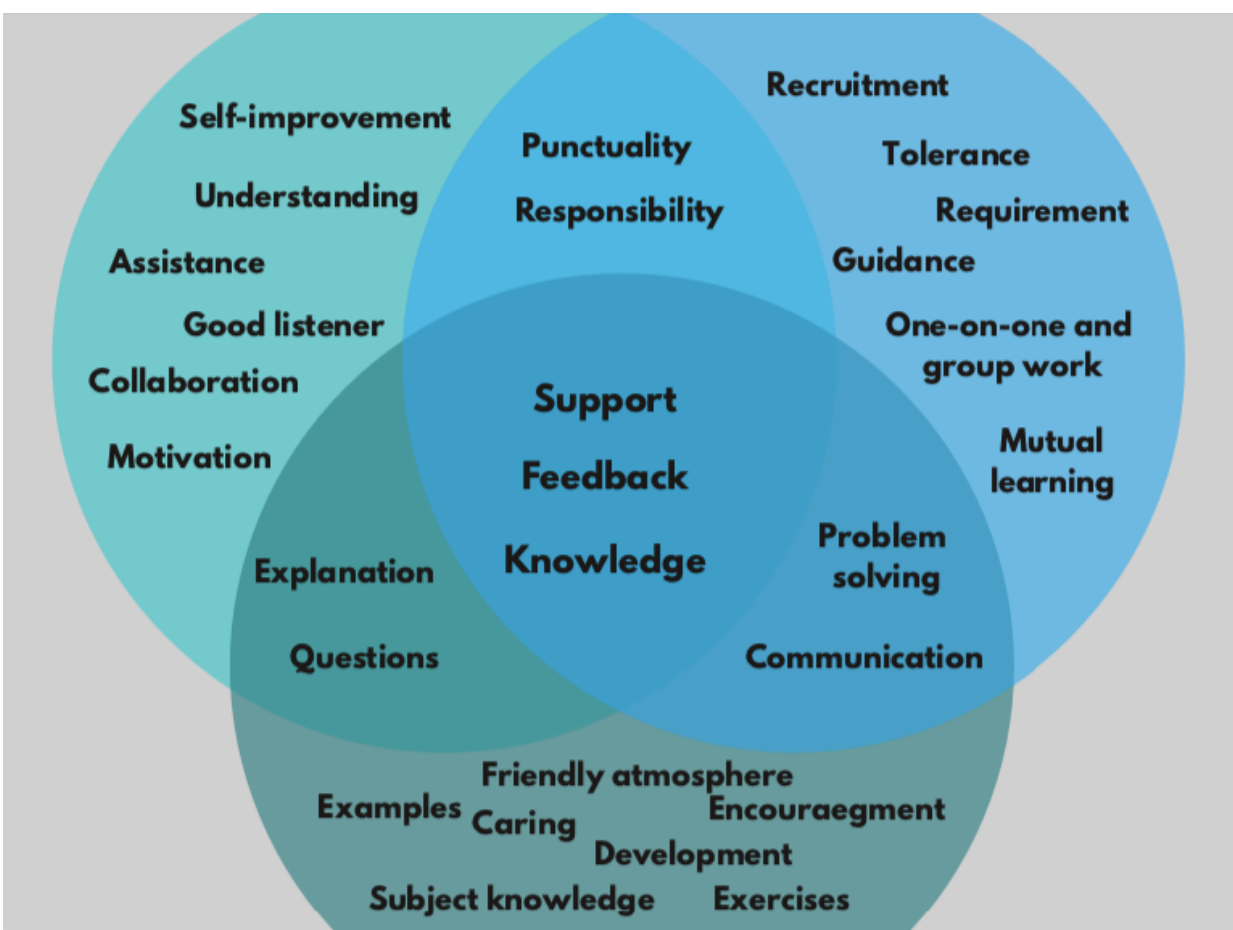

Figure 1.

Another step to ensure validity of the data has been recorded during a research interview

and not missing valuable information, the team members applied member checking, which is

known as participant or respondent validation in a qualitative research (Lincoln & Guba,1989).

Two team members emailed tutors to ask questions for checking some of their replies for

accuracy and whether their interpretations resonated with participants' experiences.

Reliability.

Pritchard and Whiting (2012) state that a pilot interview is important in qualitative research as it is the improvisation to the major study. Mainly, the pilot interview assists researchers to acquire interviewing skills and learn to maintain the smooth flow of conversation. Given the importance of interview protocols, Pritchard and Whiting (2012) emphasize piloting interview protocols to establish reliability of research instruments. For that to happen, the Capstone team member conducted one piloting interview with a tutee to ensure reliability of interview protocol. Ryan (1999) underlined one-to-one interviews with standardized questions appeared to have the highest reliability as it assisted interviewers to avoid biases.

Chapter 4: Findings/Results

This study aimed at determining a broad spectrum of the roles and responsibilities of tutors and peer-tutors, structure of peer-tutoring, and whether they perceive the importance of their roles, knowledge, skills, competencies, and experiences while performing their roles and fulfilling their responsibilities at X University. After analysis of the collected data, the Capstone team defined how tutoring and peer-tutoring were organized and delivered, what roles and responsibilities tutors and peer-tutors possessed, and how freshmen perceived the roles and responsibilities of tutors and peer-tutors. See code mapping of findings in Table 1.

Tutors and tutoring

The analysis of the data in response to the research questions yielded the following findings. Tutors were required to provide tutees with academic support and feedback for deeper understanding of the course materials. In addition, the tutors should identify student needs and guide them in problem solving instead of spoon feeding. Tutors were responsible to motivate and encourage tutees (e.g., being friendly and positive during the tutorial sessions) to improve their academic performance and succeed.

Besides, tutors recruited peer-tutors. They started the recruitment process at the beginning of each academic year and delivered training sessions. Yet the research found that there was not precise structured content and delivery of training sessions. The study concluded that one of the tutors was applying a three-steprecruitment process of peer-tutors while another tutor was only selecting one of the top students for peer-tutoring.

Peer-tutors and peer-tutoring

The Capstone team discovered that peer-tutoring was not only about teaching the course materials but also providing instructional support and supplementary materials for tutees who

face some difficulties in their studies. The research revealed peer-tutoring assisted freshmen in reviewing learning materials and doing assignments. Peer-tutors also engaged in group discussions with tutees maintaining collaborative learning.

The present study determined that peer-tutors in the Student Academic Support Services at X University were sophomores who successfully had passed the course that they were tutoring with A grade and earned a minimum three GPA. Apart from academic requirements, peer-tutor candidates were required to have good verbal and written communication skills and interpersonal skills. All university students received an email announcement calling for an application for a peer tutoring position where all requirements and responsibilities of peer tutors were indicated. Students who met the requirements and were interested in assisting others could apply for a peer-tutoring position were called for an interview subsequently. The nominated students to be peer-tutors were notified before the academic year started. As a next step, they completed paperwork and signed contracts.

Peer-tutors were expected to deliver tutoring sessions twice a week not exceeding one hour. They were required to submit weekly tutees' assessment forms and appointment reports to be timely paid. The tutees who did not meet expectations of peer-tutor should be reported no later than the third session. Cancellation of tutoring sessions was expected to be reported at least three hours before they started.

As peer-tutors should know their roles and responsibilities to be able to deliver a proper peer-tutoring, they were paid and required to complete a compulsory training before they started working. In fact, not all peer-tutors had undergone the required training. However, the document review did not provide an accurate and deep understanding regarding the structure of training and the main objectives and outcomes of that particular training.

This study found that peer-tutors were required to facilitate student learning by asking questions that do not have one single answer to homework questions and conducting various quizzes for better understanding of challenging concepts. Furthermore, one of their responsibilities was to encourage student learning by providing constructive feedback when needed. This research showed that keeping friendly relationships and collaboration with students fostered the productivity of the tutoring sessions. Based on the findings, peer-tutors should be punctual and keep a record of each session to avoid any sort of misunderstanding.

Another requirement for peer-tutors was to communicate with the instructors and obtain course syllabus and materials to discuss with them. Yet, not all four peer-tutors fulfilled this requirement.

Tutee Perceptions of Roles and Responsibilities of Peer-tutor

Tutees perceived the importance of peer-tutoring that encouraged their understanding of the course content and provided individual support when they faced any difficulty. They also recognized that the peer-tutor's role was to involve in collaborative learning with tutees and provide feedback.

Wrong expectations of tutees at risk challenged peer-tutors as they strived to get high grades and ready answers immediately without being engaged in tutoring sessions.

Lack of tutee responsibility for personal learning, motivation and attendance was identified as another source of difficulty for peer-tutors.

Time management was considered to be one of the challenges peer tutors encountered. Some of peer tutors had to work after classes, and it sometimes created difficulties to organize and deliver an effective tutoring session.

Tutors' roles and responsibilities

According to the tutors, the roles and responsibilities of the tutors did not remain

stagnant throughout the semester. As they mentioned, at the beginning of the semester they did

not have much to do as the students were not tasked with much homework and assignments.

However, close to the midterms and finals, the students made appointments for tutorials and the

tutors had to deal with many students and help them during this period. Sarah, the tutor, noted:

> This is not a traditional tutor's role and with the tutoring hours it varies greatly with our
> writing center. Some days we have a lot, some days we have none. Typically,
> throughout the semester it comes and waves.

Also, both tutors talked about their additional roles such as supporting and helping the

peer-tutors to do their work properly. Given the additional roles, Sarah emphasized:

> If I am witnessing the consultation and I can sense that the tutor is having trouble
> sometimes I interfere and I try to do it in a friendly way.

Likewise, Mahmud, the tutor, mentioned the additional responsibilities of tutors. His

work involved encouraging the tutees to share their assignments and homework with the tutor

and helping the students to do their homework and assignments. Moreover, the tutor stated the

importance of approaching students individually and stated:

> I am an instructor of almost most of the tutees, so I know them and they
> know me, I am almost using the same teaching method but it is more individual
> approach. Basically, with my own students I try to help them with their homework
> and do problem solving.

Besides, the tutors stressed that their responsibilities include being punctual and

approachable, providing feedback and having good communication skills. Both tutors

emphasized the vitality of creating a friendly environment and being a good listener. Hence,

Sarah, the tutor mentioned the importance of listening to the students' thoughts and added:

> I think it is important the students feel that they have a voice and they are more in
> control. Overall, I hope and I very much like to emphasize that we have a very friendly

environment. Don't think of me as someone unreachable, so I try to be very approachable. Tutors should also pay attention to feedback from both clients, colleagues.

As both tutors claimed, if the tutees feel the positive and friendly atmosphere, they will be more enthusiastic to attend the sessions, share their homework with tutors, try to find ways to solve the problems and be motivated to learn more in-depth.

In regard to other responsibilities, the tutors were also required to recruit the peer-tutors. During the recruitment process, they should consider several requirements. For instance, Mahmud, the tutor noted:

I have selected my last year's top students, those who did very well. They also work alongside me and help other students.

In addition, the tutor believed that the peer-tutors that he recruited would contribute to fellow tutees very positively throughout the semester.

At a later stage, Sarah and Mahmud shared ideas about how to be a good tutor. Both tutors stressed that a good tutor should be well informed about the subject they are tutoring and be involved in regular contact with course instructors to deliver a tutorial session properly. To support the aforementioned claim, the tutor, Mahmud highlighted:

Subject knowledge is the first. They should have an idea what the instructor method is, what he or she emphasizes more on during topic explanation. They need to be in regular contact with the course main instructor, to know what the instructor expects the students to learn. And they need to take the responsibility of their share of work.

Moreover, both tutors noted that in order to be a good peer-tutor it was necessary to work on self-improvement and get regular feedback from both the tutees and the colleagues for further improvement of teaching skills and Sarah, the tutor added:

Um. I think in my field self-improvement is necessary. Nobody knows absolutely everything, there is always something to learn. By working in the writing center his or her own writing also improves. I think we need to take it seriously that the tutor should always improve himself or herself.

Apparently, the tutors had a significant role in tutees' understanding, learning and applying the perceptions properly. Tutors should both work with peer-tutors and the tutees for more effective results. Namely, while recruiting the peer-tutors, tutors took into consideration special requirements that would be helpful and contributable for tutees' learning and understanding procedures. Furthermore, both tutors stressed that they were always approachable for both peer-tutors and tutees for helping them in the occurrence of any problem.

Roles and responsibilities of peer-tutors

The results of findings indicated that the peer-tutors perceived themselves not only to be peer-tutors or consultants but also a connecting link between professors and tutees. Each of four interviewed peer-tutors found peer-tutoring to be a generally positive and rewarding experience.

Peer-tutoring was perceived as the 'aha' moment, when a tutee fully understood a concept and engaged in their own learning. As a peer tutor, they had a positive impact on tutees' academic skills and behaviors. These academic skills included deeper understanding of subject material, exposure to different concepts in the subject, involved more personal academic behaviors and planning, and constant review of course content. Sevinj, one of the peer-tutors emphasized:

> The main responsibility is to make sure that the tutees are actually able to understand the concept not only theoretically but also practically. Another responsibility I believe is to be always prepared because before we start the session we must assume the questions that may come from tutees.

Given the responsibilities of peer-tutors, they were required to check tutees' knowledge and provide them feedback. Thus, not telling them how to do the assignments but guiding them how to improve their papers was included in peer-tutors' responsibilities.

Additionally, all four peer-tutors defined their role as a guide and a supporter of student learning by enhancing academic skills and helping the tutees to understand concepts through examples. They spotlighted the importance of improving deeper learning and understanding for tutees, rather than providing a quick answer. As each peer-tutor stressed, being a student at X university they shared common experiences with tutees and had a unique ability to communicate and understand difficulties and challenges they encountered. The peer-tutors also functioned as supporters and cheerleaders for tutees who were feeling frustrated and defeated because they were struggling to grasp materials or concepts. As one of the peer-tutors, Leyla expressed:

> Peer-tutors have to keep balance in the classroom with students and it comes from experience. I always want to deliver what I know exactly and I want to know the problems of the students exactly, point out and explain and try to help them.

Consequently, the peer-tutors tended to work on the problems and help tutees revise concepts and truly understand the course content. Peer-tutoring was not only an opportunity to reflect on the difficulties of tutees but also brainstorm the right management approach for challenging situations.

The research found that maintaining friendly relationships and collaboration with students was among the responsibilities of the peer-tutors, which fostered the productivity of the tutoring sessions. More comments related to the theme of collaboration emerged than any other from the data analysis. Based on those comments, collaboration was defined as working actively together with tutees to discuss ideas, provide feedback so that they were able to remain academically engaged and collectively solve problems to support learning and maintain progress. One of the peer-tutors, Tural highlighted:

> I think the biggest role is to improve student achievement and for me peer tutoring helped enhance my teaching ability. Because a lot of classes I took in X university, I

learnt mostly from tutees. I became a more responsible person, I mean like I was not the same person I was before, before everything was more like freelance work for me but now I had a lot of obligations to do, I had to do things on time. Peer-tutoring was helpful, mainly because it helped me learn better, broaden my way of thinking and learn more and more from each other in the group.

Hence, peer-tutoring as a type of collaborative learning involved tutees in working with peer-tutors to discuss concepts and find solutions to problems. Peer-tutor and tutee collaboration contributed to understanding of peer-tutors' responsibilities, considering diverse perspectives, and improving their management skills.

Requirement for Recruitment and Hiring process

As recruitment of peer- tutors was a tutor's responsibility, they started the recruitment process at the beginning of each academic year. The study showed that the first criteria tutors take into account in the process of hiring was applicants' passing grades of the course that they intended to teach. They were supposed to get a minimum three GPA or A grade to be eligible to work as a tutor. Moreover, it was necessary for the peer-tutors to ensure that they had teaching experience (see Handbook) before applying for the tutoring position.Orkhan, the peer-tutor mentioned:

> First of all, they pay attention to the grades as they only accepted A and A-. Then I was asked about my experience and whether I had teaching experience (working with students) before I applied for this tutoring program.

In addition to teaching experience, in the process of hiring, tutors focused on three different characteristics and skills that peer-tutors were supposed to possess. Based on the findings the Capstone team could argue that applied candidates were not only required to be suitable for the position in terms of academic performance, but they also needed to have good verbal and written communication skills and interpersonal skills. Moreover, peer-tutors were

required to be punctual and keep a record of each session to avoid any sort of

misunderstanding.

Tutors expected peer-tutors to have a good subject knowledge to meet the demands of

tutees and explain the course content effectively. The tutor, Mahmud emphasized:

> First and foremost, peer-tutors have to know the topic they are going to teach. They needed to have good subject knowledge. Let's say if they are going to help tutees in calculus, they have to know it very well. Secondly, the ability to explain and have good communication skills to deal with students. Third one, responsibility to be punctual with the schedule.

Moreover, peer-tutors were required to enjoy the subject they teach and be passionate

about their position. In the hiring process, tutors also paid attention to the level of emotional

intelligence of candidates. Sarah, the tutor was interested whether the peer-tutor could be

patient towards the students in case of asking many questions:

> Specifically, for my field, because writing is unlike other disciplines, they do need to enjoy what they do. Their English proficiency and passion in writing. Patience for sure, because working with tutees you need to be patient. It is a tough one. Perhaps they also need to be psychologists. Some people are better than others, you can always sense that. I try to address that when I hire people.

The study concluded that Sarah, the tutor, was applying a three-step recruitment process

for peer-tutors. She usually shortlisted the candidates by reviewing the CV applications. As a

next step, the selected candidates were interviewed where both parties (tutor and peer-tutor)

were allowed to ask questions:

> I go through email, CV applications then shortlist. Moreover, I ask them to come to the interview and ask some questions related to the position they want to take. I always invite current consultants to sit down and ask questions as well and equally I also allow them to ask questions. My hiring is always conditional because the selected candidates need to go through the training.

As peer-tutors successfully passed the interview process, Sarah required them to join

training sessions before starting their formal work.

However, Mahmud was recruiting peer-tutors by choosing among his top students. He found this approach objective and unbiased since it let him select by observing student performance during the whole year.

> During the selection process the first requirement is to be one of the top students. Then in the interview I try to see their communication and explanation skills. But honestly I already have enough knowledge with regard to the student during the whole semester. Once the semester I conduct regular interviews with them.

Although both tutors followed their own approach in the recruitment and hiring process, the Capstone team would argue that there was not an agreed and well-established content and procedure to deliver training sessions for peer-tutors. Given the content of training, one of the peer-tutors claimed:

> I think it was only 2 weeks of training and we experienced learning by doing. But, the training program was not that comprehensive.

Likewise, document-review findings supported the aforementioned claims regarding the peer- tutor recruitment and hiring. As a rule, all ADA University students received an email announcement that was a call to apply for peer tutoring where all the requirements and responsibilities of position were clearly indicated. Interested students meeting all the requirements were encouraged to apply through the application link. All eligible candidates were invited to the interview and selected candidates were notified in mid-August.

Although the handbook incorporated enough information about the recruitment of peer-tutors, lack of communication and collaboration led to different approaches in the selection process. Provided that there was a need to modify the handbook so that tutors and peer-tutors better acknowledged their roles and responsibilities.

Tutor Perceptions of Roles and Responsibilities of Peer-tutor.

Tutees had a different perception of peer tutors' roles and responsibility. When interviewed, tutees expressed that peer tutors were responsible for their success and failure. According to Aysel, the tutee, most fellow tutees attended peer tutoring sessions because they aimed to pass exams:

> If students fail, it is kind of their responsibility, it goes into their responsibility, because if they fail, it means that they could not explain certain things the right way. Because all students generally, most of the students' goals are not to fail the course.

Tutees considered peer-tutors as the ones who either contributed to their success or the cause of their failure. However, there was a difference between peer tutor and tutees' perceptions about roles of peer tutor. This study found that peer tutors perceived themselves as a facilitator of learning while working together with tutees either individually or in small groups. In contrast to tutees' perceptions, peer-tutors assumed that they were not responsible for students' grades.

All in all, peer-tutoring was recognized as a rewarding experience by the tutees who expressed gratitude for the peer-tutor help. Tutees appreciated peer-tutoring rewarding because peer-tutors were fulfilling their roles successfully and contributing to their achievement. One of the tutees, Lala emphasized:

> After tutoring psychologically, I felt myself less stressful and also I had some experience after some tests and trial exams, so it was beneficial for me.

The similar comments shared by tutees suggested that peer tutors helped them easily to voice their problems and tutees felt more comfortable and less stressful.

Besides, tutees viewed positive and constructive feedback as an important factor in their academic success. One tutee commented that regular feedback was helpful so they knew what went wrong and how to improve their learning. As one of the tutees, Murad indicated:

I think the responsibility of peer-tutors is to find the right communication with students, to help them with their difficulties in their studies, give individual feedback and to make them practice more.

In describing their interactions with peer tutors, tutees recognized the value of communication that led their progress. Interaction and communication between peer-tutors and tutees helped tutees support student learning. One of the tutees, Ayten commented:

Sometimes I cannot catch the main idea or main topic in the lesson and cannot ask the instructor to repeat it maybe because I am shy or I do not want to waste the lesson time. When we cannot later ask it from the instructor since it is sometimes difficult to connect with them via email, but we can easily contact peer-tutors. However, in tutorials I can ask the question again and peer-tutors help me to understand the topic very well.

Given that particular quote, accessibility was also mentioned by other tutees as another significant factor in student learning. Tutees found peer-tutors more accessible. Peer-tutors were not only available but they also felt and recognized student needs, since they had taken the same courses before. Tutees were certain that they could understand peer-tutors more easily than instructors. As peer tutors used a common language with tutees, they explained the course content the way that tutees could easily relate to. Accordingly, Aysel, the tutee noted:

I think that it is easier to understand and peer-tutors have also taken these courses, they know what difficulties, what are challenging points for us, it is easier to learn from them.

In regard to the course content understanding, the tutee, Lala also mentioned the usefulness and benefits of the tutorial sessions with peer-tutors and the positive impact of those sessions to their grades. According to Lala, peer-tutoring supported her understanding of the taught materials by instructors more in-depth and revising what she learnt:

After tutoring sessions, I developed a much deeper understanding of the lectures and also I practiced more and I compared my grades before and after tutoring sessions, they got better.

Obviously, Lala made some comparisons between her pre-and post knowledge as a result of training sessions and came to a positive conclusion.

In conclusion to the tutees' perception, peer-tutoring sessions provided tutees with a deeper understanding of the content and helped them improve their grades.

Challenges of Tutoring and Peer-tutoring

Data from the interviews with tutors, peer-tutors and tutees suggested that tutoring and peer-tutoring improved students' learning and experience. However, it is important to highlight the challenges associated with tutoring and peer tutoring. Challenges included lack of tutee motivation, of responsibility for personal learning, and managing tutee attendance and engagement in tutoring sessions. Another challenge emphasized was teaching tutees with different knowledge levels and also tutees' wrong expectations.

A variety of challenges peer-tutors faced stemmed from inadequate knowledge they possessed and lack of time. As peer tutors were also students at X university, they had to manage their time and studies. The challenge may have occurred when peer tutors were not able to provide tutees right answers to their questions. One of the peer-tutors, Tural expressed the following:

> Sometimes I feel like I explain a thing in a very simple way but students don't understand it, then I kind of don't know how to explain this, like I become lost in the situation. Or when I don't know the answer, it is hard to manage this situation. I simply say that guys give me time, I did not even think about this, next time I will answer you, it actually happened two or three times, I actually provided the answers in the next lesson.

Given the aforementioned, peer tutors may have been knowledgeable about the subjects, but they may have lacked some expertise and felt unsure how to help with assignments. When asked how they handled that particular challenge, peer-tutors stated that they consulted with their tutors, or received help from their fellow peer tutors.

Peer tutors' insights revealed that they performed a limited instructional role though they had sufficient content knowledge. Having insufficient skills and abilities impeded their role performance. On the other hand, when peer-tutors were challenged with tutee questions, they had to expand their own learning opportunities and look at the problem from different perspectives.

The peer tutors also stated that the time commitment involved in tutoring was another difficulty, particularly during busy times of the academic year when peer tutors had to accomplish their own assignments. One of the peer tutors, Sevinj mentioned a challenge of time management due to her own studies:

> I had a challenge when I had two lectures then I came to the tutorial session, but I was quite tired but I managed to teach the tutees. Maybe it was not that much effective.

In fact, peer tutors had limited time to get prepared for and conduct quality tutoring sessions. The time management problem was also mentioned by tutees. They emphasized constant tutorial sessions cancellation due to peer tutor busy schedule and overlapping exam times. Such mismatching may have left behind a negative impression on the learning process during the tutorial sessions.

Another challenge peer tutors faced was tutee commitment. All four peer tutors expressed frustration because of tutees attending tutorial sessions without any particular questions in mind. As tutees expected their questions to be immediately answered and assignments to be completed together with peer tutors, they had to make more efforts than tutees did. Tural, the peer tutor clearly explained that challenge:

> If the students are tough, then the process is really tough. Sometimes the students expect everything from you. They want you to correct their papers and give them everything. But you cannot do that and you are not allowed to do that. So, we had to make them correct their mistakes themselves. It was a challenge for me to deal with those students.

In regard to tutee unpreparedness, peer tutors may obviously have encountered challenges though they could successfully manage the situation. Tural, the peer-tutor was quite aware of his roles and responsibilities, and he was certain it was not he who had to correct the papers of tutees.

Tutee regular attendance in tutoring sessions was a common challenge faced by peer-tutors and Kamran, one of the peer tutors mentioned:

> As I said before, some students are very responsible but some just register and don't appear in the class, or only 10 percent of the overall class come. It is hard for me to monitor their attendance; we cannot push them to come.

As there was not any single compulsory attendance policy in the place, tutees may have not felt responsible to attend tutorial sessions to receive timely support.

Moreover, peer-tutors mentioned that it was challenging sometimes to teach students with different background knowledge and to find a common way of teaching that could benefit to keep all tutees engaged during the tutorial sessions. Supporting the claim, Kamran, the tutee shared some insights:

> The main challenge is that the students who attend the sessions are quite different in terms of a level. I mean some of them have a background but some of them do not know anything. Some students are hardworking, but some are not. Another challenge may be to keep the session interesting, I mean to make everyone engaged in the lesson.

It was clear that peer tutors contributed to tutee success, but they were not solely responsible for tutee failure. Thus, some tutees mentioned that peer-tutors were responsible for improving their grades and their failure. Similarly, Sevinj, the tutee commented on peer tutor roles and responsibilities:

> If students fail, it is kind of their responsibility, it goes into their responsibility, because if they fail, it means that they could not explain certain things right way, because those students who go to tutoring, maybe they do not understand English, maybe economics or math don't work for them well, tutors must find way to explain.

Based on Sevinj's comment, the challenge may have arisen when tutees misperceived peer-tutor roles and responsibilities. Such misperception may have led tutees to frustration because of their unfulfilled expectation. Regarding the unfulfilled expectations, one of the tutors, Sarah shared the following comment:

> When students get our feedback but perhaps a grade they get later from their professors does not meet their expectations. They put an effort, they came and had a consultation. They don't immediately see the impact on their grades. They expected an increase... This is a wrong expectation in the first place.

Although the tutoring may have had an effect on grades, because peer-tutors revised problems with tutees and guided them through concepts they were introduced in class, they were not required to directly help with homework or provide right answers. In addition, attending tutorial sessions did not guarantee immediate increase in students' grades.

Consequently, tutees needed to be provided with the information related to the roles and responsibilities of tutors and peer tutors. Accordingly, peer tutors needed to be clearly informed about the scope of their roles and responsibilities so that they would be able to appropriately fulfill their roles and manage their sense of responsibility for tutee success.

The main purpose of this study was to explore the roles and responsibilities of tutors and peer tutors at X University. More specifically, our research has been oriented on gaining a better understanding of whether tutors and peer-tutors recognized their roles, knowledge, skills, competencies, and experiences while performing their roles and fulfilling their responsibilities. In addition, the study aimed at discovering tutees' perception of tutoring and peer-tutoring experiences.

Connecting the themes found to the literature, the Capstone team revealed that tutoring and peer-tutoring were organized and delivered by tutors and peer-tutors within Student Academic Support Services at X University. Since the roles and responsibilities of tutors and

peer-tutors have partially been specified in the Academic Support Services Handbook for Tutors and Tutees, they may not clearly acknowledge their roles and responsibilities. Similarly, tutees may have some misconception about the difference between tutoring and peer-tutoring.

Discussion of the findings

Tutors' roles and responsibilities

Binstead and Snell (1981) claimed tutors were responsible to help tutees to understand different perceptions, assess their knowledge, assist and motivate the tutees in the learning processes. These professionalswerealso in charge of explaining various topics and answering all the doubts and questions of the student regarding course content (Binstead& Snell, 1981). The findings of the Capstone team overlapped with the aforementioned roles and responsibilities of the tutors greatly. Yet, the Capstone team found out some additional roles and responsibilities of tutors' that included recruiting the peer-tutors for providing the tutees with further support and help.

Peer-tutors' roles and responsibilities

Lentell (2003) argued, "Peer-tutors need to be effective listeners and communicators, coaches, facilitators, mentors and supporters" (p. 74). Findings indicated that the peer-tutors also functioned as supporters and cheerleaders for tutees and with good subject knowledge they helpedtutees to grasp materials andconcepts. Moreover, the results of findings showed that the role of a peer-tutor was to be as a guide and a supporter of student learning by enhancing academic skills and helping the tutees to understand concepts through examples.

Furthermore, Ullah, Tabassum, and Kaleem (2018) emphasized that peer tutoring had positive impacts on student learning and motivation. Peer tutoring at X University had also been found effective in the development of student motivation and academic skills of both

tutors and tutees. Based on social constructivism theory, students learned best when they actively shared their knowledge in collaborative activities with their peers and constructed their own understanding through social interaction. Lopez (2010) also argued that peer tutoring was quite beneficial for both the tutors and the tutees, as the tutees learned with the help of the tutors and peer-tutors learned along with the tutees .This research findings revealed that peer-tutors worked actively together with tutees to discuss ideas and provide feedback by maintaining friendly relationships and collaboration. This way peer-tutors were also able to remain academically engaged in their own learning and maintain progress.

Peer-tutors were supposed to strengthen their academic skills, gain strong leadership and teaching skills, enhance their communication skills when they perform their roles and fulfill their responsibilities, and most importantly, they made a difference on tutees campus experience (Margarida, 2008). Findings of the study confirmed that peer-tutoring helped peer-tutors to improve their management and teaching skills and their collaborative work with tutees contributed to their clear understanding of roles and responsibilities.

Tutee perception of peer-tutors

Tutees perceived peer-tutors as a "connecting link" to the campus and academic environment (Gordon, Henry& Dempster, 2013, p. 245). Moreover, tutees viewed them as peer leaders, learning coaches, student advocates, and trusted friends. These comments were also supported by the interview findings shared by tutees who stressed that peer tutors helped them easily to voice their problems and they felt more comfortable and less stressful. Also, tutees recognized positive and constructive feedback as an important factor in their academic success.

Besides, research showed that peer-tutors were perceived as significantly more approachable than instructors, more aware of learning outcomes and more sensitive to student

feedback (Ningrum, 2018). Our research findings also showed that tutees perceived peer-tutors more accessible as they could understand peer-tutors more easily than instructors.

Ningrum (2018) stated that tutees' perception of peer-tutor roles in group sessions was a facilitator and an assessor. This study findings concluded that peer-tutors perceived themselves as a facilitator of learning when they worked together with tutees. However, tutees assumed that peer-tutors were mostly responsible for students' grades, which may have been considered as a tutee misconception of peer-tutoring.

Training for peer-tutors

Driscoll (2015) stated ongoing training for peer-tutors to learn how to teach was an essential part of the Student Academic Support Services. Moreover, an effective peer-tutoring program needed clear goals and a well-organized plan of action to succeed. When the plan was not created before starting the peer-tutoring program, it could quickly get out of control (Driscoll, 2015). Given the designed plan, our findings demonstrated that there was not an agreed and well-established content and procedure to deliver ongoing training for peer-tutors at X University.

Challenges of Peer-tutoring and Tutoring

This capstone project concluded that tutees who participated in peer tutoring benefited from the experience in various ways. Hence, peer-tutors encountered some challenges that were related to personal characteristics, such as tutees punctuality, responsibility, commitment, and efforts they made during the tutorial sessions. Lacking tutee commitment and effort may have affected communication and interaction between peer-tutor and tutee, which was considered as a crucial element of the peer-tutoring process by Roscoe (2007). He stated "Peer-tutors do not explain into a vacuum; tutees can ask questions that directly influence the nature of the dialogue

that occurs" between them (p.325). Tutees had to take a responsibility and put more effort into their learning, and they spent more time getting prepared for tutoring sessions. Loke and Chow (2007) also found that peer-tutors were concerned about lacking tutee preparedness and engagement in tutorial sessions, which was considered as a negative, stressful element of peer-tutoring.

Given the importance of the dialogue between peer-tutors and tutees, the study found that when tutees searched for information, they may have received contradicting answers to their questions. Such incomplete or wrong answers may have led tutees to feel that peer-tutors experienced lack of knowledge. Loke and Chow (2007) study findings also supported the argument that insufficient peer-tutor knowledge may have led to that feeling. The authors claimed that peer-tutors may have felt lost when they did not possess sufficient subject knowledge. In contrast, peer-tutors at X University were certain that when they did possess sufficient information to tutee questions, they searched for the answers from fellows and later shared them with tutees. Peer-tutors also requested tutees to search the answers to their questions together. Likewise, interviewed tutors mentioned that they provided peer-tutors with materials, arranged meetings and answered their questions to help them recall their knowledge and build new knowledge. Even though peer-tutors may have known the course content, the questions concerning tutees may have led peer-tutors to search for new knowledge and build their capacity (Roscoe, 2007).

In fact, peer-tutors searched for help from their fellows and received tutor support, the Capstone team found that peer-tutors were not directly communicating with course instructors who could provide sufficient content knowledge. One of the reasons may have been not well-defined peer-tutor roles and responsibilities introduced in the Academic Support Services

Handbook for Tutors and Tutees. Therefore, peer-tutors did not seek communication with the instructors so that they could receive professional support from them.

Although several tutoring programs required peer tutors to take a training course before served as peer-tutors, some peer-tutors identified finding time as a challenge to refresh their knowledge of the course content (Alsup, Conard-Salvo& Peters, 2008; Evans, 2001).This study also disclosed insufficient knowledge and time-constraint as another challenge tutors and peer-tutors encountered which needed to be closely considered when preparing future peer-tutoring activities.

Chapter 5

Conclusion

This qualitative study offered the Capstone team many insights into the roles and responsibilities of tutors and peer-tutors at X university. The study also added knowledge on how first year students perceived tutors and peer-tutors' roles and responsibilities. The finding also contributed to understanding the benefits of tutoring and peer-tutoring.

In fact, peer-tutoring may affect tutees learning positively and enhance their critical thinking, problem-solving and communication skills. Peer -tutoring may develop a stronger motivation for learning. While peer tutoring may provide peer-tutors and tutees as well as institutions with a number of benefits, it may also create some challenges, especially regarding tutors and peer tutors' role clarity and awareness of responsibilities.

Recommendations

Both the reviewed literature and the results in this study offered valuable insights on how tutors and peer-tutors recognized their roles and responsibilities and how tutees perceived the roles and responsibilities of tutors and peer-tutors. The data also revealed some challenges associated with tutoring and peer-tutoring. As the major goal of this study was to better understand the roles and responsibilities of tutors and peer-tutors at X University, the Capstone team provided recommendations to maximize the potential benefits of tutoring and peer-tutoring services at X University.

The Capstone team concluded that comprehensive training and a supportive, collaborative community of tutors, peer-tutors, and course instructors were of great importance to peer-tutors in recognizing their roles and responsibilities. Likewise, peer-tutors expressed that there was not well-established communication between instructors and peer-tutors, which

could be beneficial for them. They also elaborated the value of having instructors available to guide and support them while performing their roles and fulfilling their responsibilities in the tutorial sessions.

Considering the aforementioned challenges, it was necessary for the instructors to be well aware of peer-tutors' roles and responsibilities. If instructors had a good communication with tutors and peer-tutors, it would ensure consistency in coordinated support for tutees. Such collaboration with instructors would allow tutors and peer-tutors to avoid discrepancy in the content knowledge they provided tutees.

Working collaboratively with instructors would improve tutoring and peer-tutoring practice and lead to an increase in tutors and peer-tutors' confidence, and they could feel more secure and supported. As a result, tutees could achieve meaningful academic gains.

The challenges found stemmed from tutees' misperception of peer-tutors' roles and responsibilities and lack of tutee commitment in the tutorial sessions. If those roles and responsibilities were clearly explained to tutees, they would be more willing to take responsibility for their share of work. Tutees being aware of their responsibility would increase the visibility and understanding of tutoring and peer-tutoring on campus.

Although the X University offered training for peer-tutors, this study found that peer-tutors perceived training not to be comprehensive enough. The Capstone team concluded that all tutors and peer-tutors at X university should be trained intensively and receive comprehensive and detailed support over the entire academic year. The aims and objectives of training should be clearly stated in the old handbook and communicated to peer-tutors when hired. Training content could cover tutors and peer-tutors' roles and responsibilities and strategies for conducting tutorial sessions and handling various challenges tutors and peer-tutors

may have encountered. Training would contribute to tutor and peer-tutor productivity as they may have acquired new skills and gained meaningful experience.

Since the existing handbook did not clearly specify the difference between the roles and responsibilities of tutors and peer-tutors, the Capstone team designed a new comprehensive handbook for Student Academic Support Services.

Newly designed handbook could also contain suggestions with regard to the roles and responsibilities of instructors and tutees. Besides, the aims and objectives of ongoing training for tutors and peer-tutors mentioned above should be clearly stated in the new handbook.

Aforementioned recommendations would lead to better understanding of tutor and peer-tutor roles and responsibilities. As a result, tutors and peer-tutors would be able to positively impact their tutees academic success and make a difference in tutoring and peer-tutoring practice at X University.

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Appendices

Appendix A

Recruitment Email

Dear Participant,

As graduate students of the MAEM program, we are doing a Master's degree at X University.

We are conducting a qualitative research study about the roles and responsibilities of peer-

tutors at X University. Firstly, we would like to invite you to participate in an individual

meeting with us to get your consent for the interview dedicated to our project.

Participation is completely voluntary and a hard copy of consent form will be provided to you

to sign before the actual interview.

If you are interested, please contact us and we will inform you about further procedures.

Regards,

NarminMikayilova,NubarGasimzada,Sabina Bakhshiyeva,ZeynabMammadova

TUTORING AND PEER-TUTORING

Appendix B

Consent Form

Study Title: Tutoring and Peer-tutoring: Roles and Responsibilities of Tutors and Peer-tutors

Researchers: NarminMikayilova,NubarGasimzada,Sabina Bakhshiyeva, ZeynabMammadova

Institution: X University

Purpose of the Study: The main purpose of this study was to explore the roles and responsibilities of tutors and peer tutors at X University. More specifically, our research has been oriented on gaining a better understanding of whether tutors and peer-tutors recognized their roles, knowledge, skills, competencies, and experiences while performing their roles and fulfilling their responsibilities. In addition, the study aimed at discovering tutees' perception of tutoring and peer-tutoring experiences.

What will you do in the study:

You will be invited to participate in a one-to-one interview on the campus of X University or a mutually agreeable place. The interview will last approximately an hour. The interview will be recorded and notes will be taken during the interview.

Risks:

The risks associated with participation in this study might be a time inconvenience and slight psychological discomfort if you believe the questions to be personal. If this happens, the interview will be stopped and the researcher will talk to you about your feelings. X University does not provide any medical, hospitalization or other insurance for participants in this research study, nor will the institution provide any compensation for any injury sustained as a result of participation in this research study, except as required by law.

Benefits:

Through participating in this research study, you may benefit by having increased self-awareness, the opportunity to share feelings with the researcher. This study may benefit university students if the results lead to a better understanding of roles and responsibilities of peer-tutors. Additionally, this study is important for several reasons. First, few studies on the aforementioned problem have used university students as subjects. Moreover, a benefit of this study is that the positive findings will support the need to clarify peer-tutors' roles and responsibilities and apply them into university student academic support programs.

Confidentiality:

The researchers will do their best to keep your personal information confidential. To help protect your confidentiality, your information will be assigned a code number and will remain confidential. Any identifying information will be kept private by the researchers. All coded data will be kept in a secure locked space. Only the researchers will have access to the research data and any identifying information. After completion of this study, consent forms and audiotapes will be kept securely for three years. The research findings will be released in an accurate and scientifically accountable manner.

Voluntary Participation:

Your participation in this study is entirely voluntary. You choose whether to participate. If you decide not to participate, there are not any penalties, and you will not lose any benefits to which you would otherwise be entitled.

Right to withdraw from the study is voluntary:

If you choose to participate in the study, you can stop your participation at any time, without any penalties or loss of benefits. If you want to withdraw from the study, please tell the researcher who conducts the interview.

Payment:

Participation in the study is voluntary and without financial incentives to the participants.

Whom to contact if you have if you have questions about the study:

Please contact any of the researchers:

NarminMikayilova, MA in Education Management narminmikayilova.1996@gmail.com

NubarGasimzada, MA in Education Management gasimzadanubar@gmail.com

Sabina Bakhshiyeva, MA in Education Management sabinabakhshiyeva@gmail.com

ZeynabMammadova, MA in Education Management mzeynab3@gmail.com

Agreement:

I, _____, agree to participate in a research project carried out by

_____. I verify that I am 18 years older and above; the research has been

explained to me. I have self-identified myself as a willing participant in this research study. I

understand that all aspects of this project will be carried out with the strictest of confidentiality

and in a manner in which my individual rights are protected. I have read the description of the

procedures and any risks involved. Ihave been given the opportunity to ask questions and have

received satisfactory answers. I understand that I am free to voluntarily participate or to

withdraw my participation at any time.

___ I agree to be audio taped during my participation in this study.

___ I do not agree to be audio taped during my participation in this study.

_____

  Date   Signature of Participant

Appendix C

Interview Protocol for Tutors

1. How many years have you been in tutoring position?

2.   How do you describe your role as a tutor and job responsibilities?

       - job title, everyday responsibilities, number of students you serve.

3. What teaching strategies have you already developed to work with tutees

4. When you run into problems or questions while tutoring who do you consult with?

   What was your greatest tutoring challenge and how did you handle it?

5. What would you do if you didn't know the question that the tutees asked?

6. To what extent are you involved in recruitment process of peer-tutors?

7. How do you recruit peer-tutors? Can you name three specific characteristics and skills you expect peer tutors to possess?

8. What is the application and interview process like?

9. What kind of roles and responsibilities do you assume peer-tutors need to have for tutoring?

10. Do you provide peer-tutors with any guideline before they are hired? If yes, what kind of guideline?

11. How do you determine whether the peer-tutors understood the materials you provided or not?

12. What kind of support do you provide peer tutors before their actual work starts? Do you provide peer-tutors with workshop or training? If yes, what kind of?

13. What do you do if peer- tutors face any difficulty during the peer-tutoring process?

14. How do you evaluate the performance of peer- tutors?

15.What do you think should be done in order to be a good tutor? Please be specific. Provide at least 3 traits.

16. What do you hope to accomplish as a tutor?

Appendix D

Interview Protocol For Peer-tutors

1. Please, tell me how long have you been a peer tutor?

2. How do you describe your role and job responsibilities as a peer tutor?

   - *job title, everyday responsibilities, number of students you serve.*

3. How is your peer-tutoring program structured?

4. Why did you apply to be a peer tutor?

5. How were you recruited for being a peer tutor?

   what were application and interview process like?

6. What kind of guidelines were you provided with after you were hired?

7. What kind of support were you provided before your actual work started?

8. Have you gone through any workshop or training? If yes, can you describe it? To what extent was it helpful?

9. How did it feel to adjust to your new role in the first few weeks?

10. What kind of roles and responsibilities do you assume peer tutors should have?

11. What are your own expectations as a peer tutor? How are they met in the process?

12. What do you do if you do not know the question that the tutees ask?

13. How do you determine whether the tutees understand the materials you provide during the peer tutoring session or not?

14. What kind of teaching strategies have you developed to work with tutees?

15. When you run into problems during the peer tutoring session who do you consult with?

16. What was your greatest peer- tutoring challenge and how did you handle it?

17. What do you think should be done in order to improve your peer-tutoring skills?

18.How do you evaluate the performance of tutees?

19. What do you hope to accomplish as a peer-tutor?

Appendix E

Interview Protocol for tutees

1. Please introduce yourselves

2. What does peer-tutoring mean to you?

3. How did you know about the peer-tutoring program?

4. What were your expectations from peer-tutoring?

5. What roles and responsibilities do you expect tutors/peer-tutors to possess? Please, be specific.

6. How often do you attend tutorial sessions?

7. How do peer-tutors assist you in studying process and promote your learning?

8. What were the main benefits you got after tutorial sessions?

9. What kind of challenges do you face during the tutorial sessions?

10. Do the peer-tutors and tutors provide a feedback on your progress? If yes, How?

11. How do peer-tutors or tutors evaluate tutees' learning and knowledge acquired in the course? And what tools do they use?

12. To what extent have your expectations been met?

Tables

Table 1

Code mapping: Three iteration of analysis (to be read from the bottom up)

Code mapping for Tutoring and Peer-Tutoring (Research Questions 1, 2 and 3)

RQ#1: What are the roles and responsibilities of tutors and peer-tutors at X University?	RQ#2: What are tutors and peer-tutors' perceptions about the roles and responsibilities in peer-tutoring?	RQ#3: What does peer-tutoring mean to freshmen?
(THIRD ITERATION: APPLICATION TO DATA SET)		
Tutoring and Peer-Tutoring:		
Roles and Responsibilities of tutors and peer-tutors		
(SECOND ITERATION: PATTERN VARIABLES)		
1A Communication	2A Guidance	3A Assistance
1B Support	2B Experience	3B Feedback
1C Punctuality	2C Collaboration	3C Practice
1D Management	2D Professional development	
(FIRST ITERATION: INITIAL CODES/SURFACE CONTENT ANALYSIS)		
1A Individual Approach	2A Answering students' questions	3A Understanding the topic
1A Listening students problems	2A Problem-solving	3A Doing the homework
1A Building trustful relationship	2A Helping tutees with their homework, correcting their mistakes	3A Help with tutees' challenges
1A Creating friendly atmosphere	2A Helping tutees in adaptation process	3A More explanation
1A Being approachable	2A Giving tutees feedback	3A More time to ask questions and getting exact answers
1B Giving feedback	2B Teaching	3B Advice
1B Content-based knowledge	2B Develop skills	3B Attention and care
1B Better explanation	2B Practice more	3B Motivation and encouragement
1B Help students pass exams	2B Learning the working environment	3B Individual approach
1C Being prompt to emails	2C Getting materials from teachers	3C Revising and strengthening the acquired knowledge
1C Schedule the sessions	2C Learning together with tutees	3C Better grades
1C Record the attendance	2C Receiving feedback	3C Videos, ppts, tests, quizzes
1C Being on time		
1D Time management	2D Attending trainings	
1D Class management	2D Develop teaching skills for future	

ADA UNIVERSITY

HANDBOOK

FOR TUTORS AND PEER-TUTORS

STUDENT ACADEMIC SUPPORT SERVICES

WELCOME!

Congratulations on being selected as a tutor/peer-tutor at Student Academic Support Services (SASS) at ADA! We hope that this experience will be a positive one for both you and the tutees with whom you work with. Our department appreciates you joining us in providing quality academic support to our students. This handbook is designed to help you become better acquainted with our program and your job requirements.

Your job is to motivate and encourage students (e.g., being friendly and positive during the tutorial sessions) to improve their academic performance and succeed. You should identify student needs and guide them in problem solving instead of spoon feeding.

The organization and implementation of this program is under the direction of the Specialist at SASS. If at any time you should have any questions, problems, or concerns, please discuss them with the Specialist as soon as you are able.

STUDENT ACADEMIC SUPPORT SERVICES (SASS)

Our services are to provide tutoring courses, psychological counselling, pre-exam and drop-in consultations, academic mentorship and individual consultations, as well as capacity building workshops. SASS purpose is to support and encourage students' academic performance, to assist mainly 1st-year students with the transition from high school to University life. In addition SASS provides students with consulting and coaching services to instantly address students' needs, increase retention and ensure that all students have access to educational opportunities.

If you need any assistance with problems or concerns, do not hesitate to contact and ask our staff for help. Hiring tutors and peer tutors, orienting new tutors and peer tutors, matching tutors with tutees, processing payroll, keeping usage statistics, and all day-to-day operations regarding tutoring and peer tutoring are all the responsibilities of the SASS.

Your Team

- Instructors-are responsible to respond to tutors and peer tutors email upon course material or syllabus request. In general, tutors and peer tutors do not deal with instructors regarding a tutee's progress in order to maintain confidentiality.
- Tutors-have a comprehensive academic experience , hence, they are a great resource for tips and advice on how to manage through difficulties and challenges you are facing with your tutoring sessions.
- Peer Tutors-are respoonsible to suppoort students academically in the right direction and are well equipped with the most relevant skills in helping them achieve their academic goals and becoming an independent learner.

TUTORING AND PEER-TUTORING

Tutoring is a one-to-one or small group activity where a person who is knowledgeable and has expertise in a specific content area provides help and clarification to one or more tutees.

Peer tutoring is a centralized academic support service where a group of students interact to help each other's learning by one student occupying the role of peer tutor and the other the role of tutee..

MISSION

The tutoring and peer tutoring services exist to offer opportunities for students to develop skills that promote success, and become self-directed learners through the delivery of centralized, high-quality academic support that meets the needs of the campus community

Program goals

- Support retention efforts
- Improve university experience satisfaction
- Develop independent, self-directed learners
- Provide students with skills that can lead to future success

Program Objectives

Those who participate in tutoring and peer tutoring will:
- Get assistance in assignments and homework
- Use critical thinking skills
- Practise active learning strategies
- Review information gained in class
- Review learning materials before exams and assignments
- Engage with others in a collaborative environment
- Practice to analyse course material
- Gain confidence by developing special skills

Requirements for Recruitment and Hiring

To be eligible for being an Academic Support Services tutor, one must be a degree-seeking student of ADA University. If you have a career interest in teaching, or in another field but want to work with the concepts and materials in that field, peer tutoring can be a very good experience for you. In case if you meet following conditions:

- Have earned minimum 3 GPA;
- Have to pass the course(s) you want tutor with A- or better;
- Possess excellent oral, written, and interpersonal communication skills;
- Are interested in helping others

Initially all ADA University students will get an email announcement – call for application for peer tutoring where all the requirements, as well as responsibilities of position are indicated clearly. Interested students meeting all the requirements can apply for Peer Tutoring Program through the application link. All eligible candidates will be invited to the interview and selected candidates will be notified in mid-August.

Requirements for Recruitment and Hiring

Undergraduate students may apply for tutoring from the second semester of their first academic year, since they are required to pass the course they want to tutor. Graduate students who received their BA from ADA University are highly encouraged to apply for tutorship. Nominees are required to possess excellent presentation and communication skills, demonstrate the ability to follow through on responsibilities and show a willingness to contribute to the ADA University.

The following final paperwork and procedures must be finished before starting your position:
- Tutor should open a TAX ID and bank account, as well as get an ASAN imza (usually can be completed in 3 days);
- Sign Service Contract;
- Complete peer tutor training (This is mandatory for all tutors. Peer tutors are paid for their attendance at the training).

Requirements for Recruitment and Hiring

Termination of the contract may result for the following reasons:
- Failure to comply with the rules and regulations of the handbook
- Deficient academic skills
- Falsification of time sheets
- Failure to maintain tutoring appointments/schedule
- Failure to come prepared for tutoring appointments
- Failure to show up for mandatory meetings

As the selected candidates pass the interview process they are required to join training sessions before starting their formal work. The mandatory training program is outlined to provide you with the core knowledge of what peer-tutoring/tutoring is all about. Our training program will assist you in dealing with the challenges and successes associated with being a tutor/peer tutor. The outcomes of the mandatory training are to:
- Comprehend your roles and responsibilities as a tutor/peer tutor
- Equip yourself with effective strategies and tools to ensure the success of both tutee and peer-tutor/tutor
- Assist you in dealing with through challenging aspects of peer-tutoring/tutoring
- Become aware of the resources available to you as a peer-tutor/ tutor

Structure of Tutorial Session

The tutorial sessions are structured as following:
- Sessions can be held either in the SASS or in the rooms at university which are eded to reserved beforehand
- Sessions are conducted after the classes of both tutees and peer-tutors
- Tutees should take an appointment with the tutors or peer-tutors and they (tutees, tutors and peer-tutors) should show up on time
- The session should prolong 30 minutes for individual tutoring/peer-tutoring and 45 minutes for a group tutoring/peer-tutoring

Online platform should be launched to:
- Share the materials and handouts on the online board
- Provide tutees with the opportunity of taking online appointment with tutors and peer-tutors
- Arrange an online meeting of tutors-instructors and peer-tutor-instructor for discussing the materials and assignments that the tutees have
- Conduct online quiz or test for checking the comprehension level of tutees
- Arrange online meeting with the instructor, tutee or SASS in emergency situations

Training

As the selected candidates pass the interview process they are required to join training sessions before starting their formal work. The mandatory training program is outlined to provide you with the core knowledge of what peer-tutoring/tutoring is all about. Our training program will assist you in dealing with the challenges and successes associated with being a tutor/peer tutor. The outcomes of the mandatory training are to:
- Comprehend your roles and responsibilities as a tutor/peer tutor.
- Equip yourself with effective strategies and tools to ensure the success of both tutee and peer-tutor/tutor.
- Assist you in dealing with through challenging aspects of peer-tutoring/tutoring.
- Become aware of the resources available to you as a peer-tutor/ tutor.

Roles of Tutors

The main objective of tutoring is to promote academic independence. While we want students to pass their courses, learning to develop their skills is important so that dependence on a tutor is reduced and self-sufficiency is increased. As a tutor, these are your main roles:

- Monitor tutee attendance and performanceEngage students in active learning
- Provide individual support and assistance Help tutees to acquire problem solving skills
- Encourage critical thinking
- Provide feedback to tutees work
- Motivate tutees in the learning processEvaluate tutees' progress on a regular basis
- Be sympathetic listeners
- Communicate regularly with Student Academic Support Center
- Communicate regularly with course instructor Assist and provide support to peer-tutors

Responsibilites of Tutors

As a tutor, the following are your main job responsibilities:

- Contact your tutee within 24 hours of accepting tutoring request
- Schedule and approve time and location prior the tutoring sessions
- Conduct individual and/or group tutoring sessionsShow up to all appointments as scheduled
- Any changes in schedule or classroom should be reported to the Office in advance
- Cancellation of class should be reported at least 3 hours before the session begins. Otherwise the tutor will get a warning first time, and if such cases are repeated the cooperation will be terminated with that tutor.
- Keep records of hours you tutor and provide the Office of Academic Support Services with accurate weekly reports.

Responsibilites of Tutors

- You may only report hours that are appointed by the Office of Academic Support Services. So, if a student asks you to be his/her tutor, please direct him/her to Academic Support Services where they can make an official appointment for your tutorship.
- Keep thorough and accurate records of tutees attendance and submit weekly to the Academic Support Services
- Keep accurate records of tutees daily performance and progress
- If tutee does not come prepared or does not meet the expectations of tutor, inform Academic Support Services no later than 3rd session
- Check email for updates and information
- Respond emails and calls promptly, so that your tutees will get the assistance at the time they needed
- Protect your tutees' privacy
- Contact instructors if necessary, to obtain course syllabi or materials or to discuss the curriculum

Roles of Peer-Tutors

Your roles as a peer-tutor are as following:

- Monitor tutee attendance and performance
- Guide the students in doing homework and assignments
- Engage students in active learning
- Provide individual support and assistance
- Help tutees to acquire problem solving skills
- Encourage critical thinking
- Provide feedback to tutees work
- Motivate tutees in the learning process
- Evaluate tutees' progress on a regular basis
- Be a good listeners
- Communicate regularly with Student Academic Support Services

Responsibilities of Peer-Tutors

The responsibilities of peer-tutors include:
- Although tutoring sessions are more casual than learning in a classroom, staying professional will keep the student on task and maximize productivity.
- Communicate with the instructors and obtain course syllabus and materials to discuss with them.
- Be punctual and keep a record of each session to avoid any sort of misunderstanding.
- Keep friendly relationships and collaboration with students fostered the productivity of the tutoring sessions.
- Conduct various quizzes for better understanding of challenging concepts.
- Encourage student learning by providing constructive feedback when needed.
- Create an atmosphere where privacy is valued as it helps a tutee develop a trusting relationship with you.
- Show up to all scheduled appointments Inform the SASS about the cancelation of the session at least 24 hours ago

Responsibilities of Peer-Tutors

There are also some things that you are **NOT** responsible for as a tutor and a peer-tutor:
- You are not responsible to do all assignments and homework of the tutees. Instead you are required to show the tutees direction in doing their homework and assignments.
- You are not responsible for the grades of tutees.
- You are not responsible to know all the answers to the questions. If you do not know the answer to the question, just admit it to your tutee or offer to investigate the problem together.

Responsibilities of Tutees

It is also vital to be aware of the responsibilities of tutees you have:
- Tutees should contact the tutors and peer-tutor.
- Tutees are responsible to attend classes regularly. They should not rely on you to teach what they are required to learn in class.
- Tutees are responsible to do their own assignments. You are there to assist them in understanding the concepts and provide them with necessary tools and structures.
- Tutees need to be prepared for the tutoring sessions. It is necessary for tutees to realize that tutoring is a two- way process and they need to review the materials before the sessions and bring the necessary one to the class for more effective tutoring sessions.
- Tutees have to make a punctual appointment with both tutor and peer-tutor. They are required to be in time for the sessions and to inform the tutors and peer-tutors about the cancelation of the session at least 3 hours ago.

Tutoring/Peer-tutoring Skills Development

The following tips will help you to be actively involved in the tutoring:
- During a tutorial session it is very significant to focus on what the other person is saying – not just verbally, but through facial expressions, yawns, hand gestures, etc. It adjusts the relationship between tutor and tutee, which facilitates a better and more efficient tutorial session.
- Before rushing to correct the tutees when you know they are wrong, it is necessary for you to take your time to hear what they are saying is a helpful way to understand a person's way of thinking.
- Be empathetic. You need to read deeper into what the tutee is saying and understand what they need. Assisting the tutee feel understood will help them to open up more and, in turn, will promote effective tutoring.

Tips for Peer-tutoring

- Get to know your tutee and keep a record with them. It makes sessions with your tutee more comfortable

- Be patient. You need to make sure tutees understand what you are showing them before you move on to another subject.

- Pay attention to the body language of the tutees. For example, when you show a tutee something, and they nod but have a blank look on their face, it indicates that they do not actually grasp what you explain. Now is a good time to ask how well they understand what you are saying.

- Be ready to use different teaching methods for each individual tutee. Everyone has different ways of learning, so that you might have to try multiple techniques before finding out the most helpful one for the tutee.Motivate tutee's work. It is always nice to be appreciated for a job well done, and this works with tutoring as well. It will keep them engaged and motivated.