positive. It was thus confirmed that tutees appear to derive more benefit from peer tutoring than do the tutors.

Despite interesting findings that add to the research on peer tutoring, the study has some limitations. First, the results need to be interpreted with caution, since the participant group might not be representative either of college students worldwide, or those in different peer tutoring settings. The lack of control group also remains a methodological challenge in the study. Further research is needed to examine the influence of peer tutoring in a rigorously controlled setting. A final limitation is that this study used a self-reported questionnaire to measure the competencies of communication and collaboration. It would be worthwhile to examine the effect of peer tutoring through objective observation of these two competencies.

**Conclusion**

Significant pre-post gains were noted in academic achievement and communicative and collaborative competencies through peer tutoring. Peer tutoring might be an especially effective intervention for tutees, rather than tutors. The study helps educators understand the characteristics of tutors and, further, appreciate that peer tutoring should be designed to support the unique needs of tutors as well as tutees.

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**References**


