

Effectiveness of Peer Coaching and Academic Performance in Teaching Internship

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Abstract

This study evaluates the effectiveness of peer coaching as a collaborative professional development practice for prospective teachers at a state university in the Philippines. Utilizing a descriptive-correlational design, the research explores the relationship between the effectiveness of peer coaching and the academic performance of fourth-year teaching interns. A sample of 137 students was selected from 212 total respondents, with data gathered through a validated 20-item researcher-made questionnaire and academic performance records. The findings reveal that peer coaching is highly effective in several key areas, including lesson planning, instructional delivery, feedback provision, and reflective practices. However, aspects such as systematic preparation and self-assessment showed slightly lower effectiveness. Overall, the academic performance of prospective teachers was predominantly high, with most rated as Superior. A weak but significant positive correlation ($r = 0.381$) was observed between peer coaching effectiveness and academic performance, suggesting that while peer coaching has a positive impact, the effect is modest. To maximize the benefits of peer coaching, recommendations include strengthening the components of systematic preparation and self-assessment, offering targeted training for peer coaches, and further enhancing reflective practices. Regular evaluations of peer coaching's impact on academic performance are also suggested.

Keywords: Peer coaching, Teacher professional development, Correlational analysis, Academic performance

Introduction

In the rapidly evolving field of teacher education, professional development practices play a crucial role in equipping prospective teachers with the skills necessary to excel in their future careers. Among various professional development approaches, peer coaching has emerged as a collaborative practice that fosters growth and improvement among educators. As detailed by Liew (2016), the structured and iterative process of teachers observing and learning from one another offers several benefits. This process includes pre-observation planning, peer observations, and post-observation debriefing, all of which are designed to refine pedagogical skills and foster mutual professional development.

In the context of higher education in the Philippines, where teacher preparation programs are continuously evolving, the effectiveness of peer coaching as a professional development practice warrants thorough examination. As educational institutions strive to improve their programs, understanding how peer coaching impacts prospective teachers' development and performance is critical for designing effective training initiatives. At a state university in the Philippines, the College of Teacher Education is committed to preparing its fourth-year students for their Teaching Internship, a pivotal phase in their transition from theory to practice. This program is conducted in partnership with the Department of Education (DepEd) through a Memorandum of Agreement (MOA), ensuring a structured and collaborative approach to teacher training. Under this agreement, student interns are deployed to various schools across different divisions, where they gain hands-on classroom experience. Over the course of 370 hours of internship, they apply pedagogical theories, develop instructional strategies, and engage in real-world teaching under the supervision of mentor teachers. This immersive training equips interns with essential skills in classroom management, lesson planning, and student engagement, strengthening their readiness for professional teaching roles.

A key component of this internship is peer coaching, which has been increasingly emphasized in professional development to enhance instructional skills and overall academic performance (Alonso et al., 2024). As part of the program structure, interns are systematically paired or grouped with fellow interns, ensuring that peer coaching occurs exclusively among them. This setup fosters a collaborative learning environment, allowing interns to observe each other's teaching, exchange constructive feedback, and refine their instructional techniques. Through intern-to-intern coaching, they develop reflective teaching practices, enhance lesson delivery, and improve classroom management skills—critical competencies for future educators.

While existing literature highlights the potential benefits of peer coaching, empirical studies on its effectiveness within the Philippine context remain limited. The research of Terekhin et al. (2023) has predominantly explored peer coaching in broad terms, providing limited insights into its specific applications within teacher education and its direct correlation with academic performance. This study seeks to address this gap by examining the effectiveness of peer coaching as a collaborative professional development practice for prospective teachers within a state university in the Philippines.

Several pressing issues underscore the need for this research. Cortellazzo et al. (2023) emphasize a significant gap in comprehensive studies evaluating peer coaching, particularly regarding its key dimensions—planning, delivery, debriefing, and reflection. Understanding these aspects is crucial for assessing the overall impact of peer coaching on professional development. Additionally, the relationship between peer coaching and academic performance during teaching internships remains underexplored. Investigating this relationship can provide

valuable insights into optimizing peer coaching practices to enhance teaching effectiveness and improve student learning outcomes.

Addressing these issues is vital for advancing teacher education in the Philippines. By providing a comprehensive evaluation of peer coaching practices, this study aims to offer evidence-based insights into their effectiveness and impact on prospective teachers' development and performance. The findings will contribute to a deeper understanding of how peer coaching can be strategically employed to enhance instructional skills and academic achievement during teaching internships. Ultimately, this research seeks to inform educational stakeholders and policymakers, guiding them in developing more effective professional development strategies that foster excellence in teaching and improve educational outcomes for future generations of educators.

Research Objectives

This study assessed the effectiveness of peer coaching as a collaborative professional development practice for prospective teachers in one state university in the Philippines.

Specifically, this aims to:

1. Assess the effectiveness of peer coaching as a collaborative professional development practice in terms of:
 - 1.1. planning/discussion;
 - 1.2. delivery/teaching;
 - 1.3. debriefing; and
 - 1.3. reflecting
2. Determine the academic performance of the prospective teachers in Teaching Internship
3. Correlate the assessed effectiveness of peer coaching and academic performance in Teaching Internship
4. Analyze the implications of the findings for peer coaching as a collaborative practice, focusing on its contributions to teacher development.

Theoretical Framework

This study adopts the Peer Coaching Model as outlined by Liew (2016) to frame the investigation into collaborative professional development. The model emphasizes teachers observing and learning from each other to refine their pedagogical skills. It incorporates a structured process consisting of three key phases: pre-observation planning and discussion, two consecutive peer observations, and post-observation debriefing. Teachers engage in briefing sessions before lessons, conduct observations, and then participate in debriefing meetings to discuss and reflect on observed teaching practices. The model is designed to be iterative, with regular meetings—ideally weekly or biweekly—to facilitate ongoing professional development.

Liew's model is an essential reference for this study due to its demonstrated effectiveness in enhancing teaching practices through peer coaching. It underscores the model's capacity to promote self-reflection, the exchange of effective teaching strategies, and mutual professional growth. This framework is particularly relevant as it provides evidence of how peer coaching supports both novice and experienced educators in tackling common teaching challenges through collaborative engagement. Through this model, the study can effectively explore the effectiveness of peer coaching on collaborative professional development and its implications for improving teaching practices and academic performance.

Methodology

Research Design

This study employed a descriptive-correlational design to investigate the relationship between the effectiveness of peer coaching as a collaborative professional development practice and the academic performance of prospective teachers during their Teaching Internship. The research aimed to identify and examine any existing correlations between these variables and to assess the strength of these associations (Creswell, 2014).

Respondents

The respondents for this study are fourth-year students enrolled in the College of Teacher Education at a state university in the Philippines for the academic year 2024-2025. Out of the total 212 students, a sample of 137 was selected based on a 5% margin of error calculated using the Raosoft software. These students were chosen due to their active participation in the Teaching Internship program, rendering them particularly suitable for assessing the effectiveness of peer coaching on both academic performance and professional development.

The selection of these respondents is justified by their immersion in practical teaching experiences. As they are about to enter the professional teaching field, their perspectives on peer coaching are highly relevant. Their insights may provide valuable data on how collaborative professional development practices influence their instructional skills and overall performance.

Instrumentation

To assess the effectiveness of peer coaching, a 20-item self-made questionnaire was developed. The questionnaire is divided into four sections, each containing five items: planning/discussion, delivery/teaching, debriefing, and reflecting. The items were created based on a review of relevant literature on peer coaching and professional development to accurately capture participants' experiences and perceptions in these areas.

To ensure the validity and reliability of the instrument, it underwent a comprehensive validation process. First, the content validity was assessed using Lawshe's Content Validity Ratio (CVR), with a panel of three experts in education and professional development evaluating the relevance and clarity of the items. Their feedback led to revisions that enhanced the instrument's alignment with the study's objectives. Additionally, the reliability of the instrument was established through the calculation of Cronbach's Alpha, which yielded a coefficient of 0.92, indicating strong internal consistency across all areas assessed. This combination of content validation and reliability testing supports the robustness of the instrument for this study.

To facilitate the interpretation of the computed mean for respondents' assessment on the effectiveness of peer coaching, the following mean ranges with their corresponding interpretations were used:

Scale	Mean Ranges	Interpretation
4	3.51 - 4.00	Highly Effective
3	2.51 - 3.50	Moderately Effective
2	1.51 - 2.50	Slightly Effective
1	1.00 - 1.50	Least Effective

To obtain the necessary secondary data—the final grades of prospective teachers in their Teaching Internship course, the researcher sought permission from the Dean. These final grades represent the interns' academic performance in the course. After receiving approval, the researcher accessed secondary data in the form of a tally, which recorded the distribution of grades among the prospective teachers. The tally provided information on how many students achieved specific grade ranges rather than individual grades. To maintain confidentiality, no individual student names or specific identifying information were accessed, ensuring that all data used remained anonymous and was treated with strict confidentiality. The academic performance was classified, presented and interpreted based on the guidelines of the university. These are as follows:

Grade	Grade Description
96.00 - 100.00	Excellent
94.00 - 95.99	Superior
91.00 - 93.99	Very Good
89.00 - 90.99	Good
86.00 - 88.99	Very Satisfactory
83.00 - 85.99	High Average
80.00 - 82.99	Average
77.00 - 79.99	Fair
75.00 - 76.99	Pass

Data Collection Procedure

A formal letter was prepared to get permission from the relevant authorities to conduct the study. Along with this, a consent form was made to explain the purpose of the research and to get permission from the prospective teachers to participate. This form made sure that participants understood the study's goals, their role, and how their information would be kept confidential.

Once the necessary approvals were obtained, the researcher worked with the department to set up a schedule for giving out the questionnaire. The researcher then personally distributed the questionnaires to the prospective teachers and collected them after they were completed.

The collected data were carefully checked, organized, and scored. Statistical methods, such as Mean, Standard Deviation, frequency, percentages, and Chi-Square, were used to analyze the data and assess the effectiveness of peer coaching as a professional development practice.

Ethical Considerations

Before participating, prospective teachers received a consent form outlining the study's purpose, their role, and how their data would be used. This ensured informed and voluntary consent. To protect privacy, all data were anonymized by removing personal identifiers, and only aggregate data were used in the analysis. Confidentiality was maintained by avoiding access to or disclosure of individual names or specific identifying information.

Collected data were securely stored and managed, with personal identifiers removed to ensure confidentiality. The data were carefully organized, reviewed, and analyzed using statistical methods, maintaining strict anonymity throughout. Necessary permissions were obtained from relevant authorities and the Dean for conducting the study and accessing academic performance data, ensuring compliance with ethical guidelines and institutional protocols.

Results

The results are organized and presented in six tables based on the data collected, each aligned with the specific research questions posed.

1. Effectiveness of Peer Coaching as a Collaborative Professional Development Practice

The following table presents the effectiveness of peer coaching as a collaborative professional development practice.

Table 1 Presents the assessment of prospective teachers regarding the effectiveness of peer coaching as a collaborative professional development practice, with a focus on planning and discussion.

Table 1 Effectiveness of Peer Coaching as a Collaborative Professional Development Practice in terms of Planning/Discussion

Item Statements	Mean	Standard Deviation	Descriptive Interpretation
Peer coaching between interns...			
1. Assists in developing detailed lesson plans.	3.65	0.69	Highly Effective
2. Contributes to the refinement of lesson planning.	3.64	0.68	Highly Effective
3. Provides feedback that impacts the lesson planning process.	3.57	0.70	Highly Effective
4. Helps clarify and improve aspects of lesson planning.	3.56	0.69	Highly Effective
5. Supports systematic preparation through planning and discussion.	3.40	0.81	Moderately Effective
Overall	3.56	0.71	Highly Effective

The respondents evaluated peer coaching as highly effective in assisting them with developing detailed lesson plans, as evidenced by the highest mean score of 3.65. This indicates that peer coaching plays a significant role in supporting the initial stages of lesson planning. The high score reflects a broad consensus among participants that peer coaching substantially contributes to creating well-structured and comprehensive lesson plans. The broad consensus among participants is likely due to the structured and collaborative nature of peer coaching, which facilitates detailed and thorough lesson planning through shared insights and feedback.

On the other hand, the lower mean score of 3.40 for peer coaching supports systematic preparation through planning and discussion, suggests that while peer coaching is recognized as moderately effective in aiding systematic preparation, its impact is perceived to be less consistent compared to other aspects of lesson planning. This variability in responses indicates that the effectiveness of peer coaching in supporting systematic preparation may vary significantly among participants. Factors contributing to this moderate effectiveness could include differences in individual experiences with peer coaching, variations in the quality of feedback received, or differences in how systematically preparation is integrated into their teaching practice. Consequently, this highlights the need for more targeted strategies to enhance the systematic preparation component of peer coaching.

In general, the mean score of 3.56 reflects a general assessment of peer coaching as highly effective in the context of planning and discussion. Despite some variability, the positive assessment indicates that peer coaching is regarded as a valuable practice for enhancing lesson planning and discussion. To build on this positive view, educational programs should continue

to emphasize peer coaching and consider addressing areas with slightly lower effectiveness to ensure comprehensive support for all aspects of lesson preparation.

Table 2 Provides insights into the effectiveness of peer coaching as a collaborative professional development practice, specifically focusing on instructional delivery.

Table 2 Effectiveness of Peer Coaching as a Collaborative Professional Development Practice in terms of Delivery/Teaching

Item Statements	Mean	Standard Deviation	Descriptive Interpretation
Peer coaching between interns...			
1. Enhances the clarity of instructional delivery.	3.67	0.71	Highly Effective
2. Contributes to improving teaching techniques.	3.65	0.69	Highly Effective
3. Helps in refining the quality of lesson delivery.	3.59	0.71	Highly Effective
4. Supports the development of engaging teaching strategies.	3.57	0.69	Highly Effective
5. Provides valuable feedback on teaching practices.	3.56	0.68	Highly Effective
Overall	3.61	0.70	Highly Effective

As seen in the table, the respondents assessed peer coaching as highly effective in enhancing the clarity of instructional delivery. This was manifested by the mean score of 3.67. This high rating reflects the significant impact peer coaching has on improving how prospective educators present their material, making their teaching more understandable and accessible to students. The emphasis on clarity in instruction is crucial, as it directly influences students' ability to grasp complex concepts and engage with the content more effectively.

On the other hand, the respondents' assessment on providing valuable feedback on teaching practices received the lowest mean score of 3.56. While this is the lowest score among the items, it is important to note that it still falls within the range of being highly effective. This score indicates that peer coaching is still perceived as significantly valuable in offering constructive feedback. The slightly lower score compared to other items might reflect variations in individual experiences or the perceived utility of feedback. Despite being the lowest score, it underscores that the practice remains a strong and beneficial component of peer coaching. Providing feedback is crucial in collaborative professional development for prospective teachers because it offers actionable insights that help them refine their practices and enhance their teaching effectiveness.

In sum, the mean score of 3.61 for the effectiveness of peer coaching indicates that it is generally viewed as highly effective in improving various facets of teaching delivery. This high assessment spans across enhancing clarity, improving teaching techniques, refining lesson quality, developing engaging strategies, and providing valuable feedback.

Table 3 presents the effectiveness of peer coaching as a collaborative professional development practice in terms of debriefing.

Table 3 Effectiveness of Peer Coaching as a Collaborative Professional Development Practice in terms of Debriefing

Item Statements	Mean	Standard Deviation	Descriptive Interpretation
Peer coaching between interns...			
1. Facilitates effective discussions on teaching practices.	3.57	0.70	Highly Effective
2. Provides constructive feedback on instructional methods	3.68	0.71	Highly Effective
3. Helps identify areas for improvement in teaching.	3.57	0.70	Highly Effective
4. Supports the clarification of instructional challenges.	3.58	0.69	Highly Effective
5. Encourages reflective practices through structured feedback sessions.	3.56	0.69	Highly Effective
Overall	3.59	0.70	Highly Effective

The item with the highest mean score of 3.68 is providing constructive feedback on instructional methods. This indicates that peer coaching is assessed as highly effective in offering actionable and useful feedback to improve instructional methods. This high effectiveness suggests that participants value the role of peer coaching in delivering specific, relevant feedback that can directly enhance their teaching practices. Since providing constructive feedback received the highest rating, institutions should continue to support and emphasize this aspect of peer coaching. Training programs for peer coaches could further enhance their ability to deliver precise, actionable feedback that directly benefits instructional practices.

On the other hand, the respondents assessed that peer coaching encourages reflective practices through structured feedback sessions as highly effective, with a mean of 3.56. This slightly lower rating suggests that although peer coaching is effective in promoting reflection, the current approach to structured feedback may need refinement. By adopting more efficient frameworks or methodologies to guide these reflective sessions, participants could gain deeper insights and maximize the benefits of peer coaching. Such improvements could further elevate the overall effectiveness of the peer coaching process.

The overall mean score for peer coaching in terms of debriefing is 3.59, interpreted as highly effective. This indicates that the participants assessed peer coaching as a valuable practice in their professional development, especially regarding debriefing sessions. The high overall effectiveness of peer coaching should be capitalized to maintain and expand this practice within professional development programs. Continued support and evaluation can ensure that the benefits of peer coaching are maximized and adapted to meet the evolving needs of educators.

Table 4 shows the effectiveness of peer coaching as a collaborative professional development practice in terms of reflecting.

Table 4 Effectiveness of Peer Coaching as a Collaborative Professional Development Practice in terms of Reflecting

Item Statements	Mean	Standard Deviation	Descriptive Interpretation
Peer coaching between interns...			
1. Promotes thoughtful evaluation of teaching practices.	3.68	0.70	Highly Effective
2. Supports critical analysis of instructional methods.	3.69	0.71	Highly Effective
3. Encourages self-assessment of teaching strategies.	3.60	0.70	Highly Effective
4. Aids in identifying personal growth areas.	3.60	0.70	Highly Effective
5. Assists in creating action plans based on insights gained.	3.70	0.72	Highly Effective
Overall	3.65	0.71	Highly Effective

As reflected in the table, the respondents noted that peer coaching is highly effective in assisting them in creating action plans. This garnered a mean score of 3.70. This indicates that peer coaching is highly effective in helping educators develop actionable plans from their reflective insights. This high rating suggests that participants find the process of translating reflection into practical steps especially valuable for their professional growth.

Moreover, the respondents also assessed that peer coaching is highly effective in encouraging self-assessment of teaching strategies and in aiding them to identify personal growth areas. These items the items ae with the lowest mean score, both at 3.60. This implies that while peer coaching is deemed highly effective in encouraging self-assessment and identifying growth areas, enhancing these aspects could provide even greater support for educators' reflective practices. Refining these components of peer coaching may lead to more meaningful professional development. This could help future educators more effectively assess and develop their teaching strategies.

The overall results from the table indicate that peer coaching is perceived as highly effective in fostering reflective practices, with an overall mean score of 3.65. Given its strength in aiding the creation of actionable plans and supporting critical analysis, institutions should continue to make the most of these aspects to enhance future educators' reflective processes. To address the slightly lower ratings for self-assessment and identifying personal growth areas, refining peer coaching practices to more effectively support these elements could further strengthen its role in reflective professional development.

2. Academic Performance of the Prospective Teachers in Teaching Internship

Table 5 Illustrates the distribution of academic performance among prospective teachers during their teaching internship.

Table 5 Academic Performance of the Prospective Teachers in Teaching Internship

Academic Performance in Teaching Internship	Frequency	Percentage
96.00 - 100.00 (Excellent)	3	2.19
94.00 - 95.99 (Superior)	88	64.23
91.00 - 93.99 (Very Good)	46	33.58
Total	137	100%

It can be observed from the table that the majority of prospective teachers, 88 or 64.23%, received a 94.00-95.99 (Superior) rating during their teaching internship. 46 or 33.58%, were rated as 91.00-93.99 (Very Good), while only three or 2.19% achieved 96.00-100.00 (Excellent) rating. The high percentage of superior academic performance indicates that most interns performed exceptionally well, demonstrating strong teaching skills and effectiveness.

3. Correlational Analysis between the Assessed Effectiveness of Peer Coaching and Academic Performance in Teaching Internship

Table 6 presents the correlational analysis between the assessed effectiveness of peer coaching and academic performance in teaching internships, showing a weak but significant correlation.

Table 6 Correlational Analysis between the Assessed Effectiveness of Peer Coaching and Academic Performance in Teaching Internship

Variables	Computed r	Verbal Interpretation	P value	Decision Ho	Interpretation
Assessed Effectiveness of Peer Coaching and Academic Performance in Teaching Internship	0.381	Weak Correlation	0.010	Reject	Significant

The table shows a weak positive correlation ($r = 0.381$) between the effectiveness of peer coaching and academic performance during teaching internships. Despite this weak correlation, the p-value of 0.010 is below the 0.05 threshold, indicating that the relationship between peer coaching and academic performance is statistically significant. This significance suggests that peer coaching does have an influence on performance, though the effect is modest. The weak correlation might be due to various factors, such as the varying quality of peer coaching experiences or other influential variables not accounted for in this analysis. Overall, while peer coaching is beneficial, its effect on academic performance may be limited by these factors.

Discussions

This study explored the effectiveness of peer coaching as a collaborative professional development practice among prospective teachers. The findings highlight the positive impact of peer coaching on various aspects of teaching, with particular emphasis on planning, discussion, and academic performance during the internship. Peer coaching not only enhances lesson planning and instructional delivery but also fosters reflective practices, which are essential for the professional growth of prospective teachers.

The results of this study show that peer coaching is highly regarded by prospective teachers as an effective tool for collaborative professional development. Consistent with the literature (Callo et al., 2024), peer coaching has been shown to positively influence teaching practices, including lesson planning, instructional clarity, and reflective practices. Participants particularly valued peer coaching for its role in developing detailed lesson plans and improving instructional strategies, both of which are crucial for enhancing teaching effectiveness and educational quality (Li-Yu et al., 2023). This aligns with Boulton et al. (2023), who emphasized that peer coaching significantly aids in refining lesson delivery and teaching strategies, supporting ongoing professional development.

In terms of effectiveness, peer coaching proved most impactful in the collaborative development of lesson plans. Interns reported that peer coaching facilitated the refinement of their instructional strategies through shared insights, contributing to greater clarity in lesson delivery. Gatrell (2023) highlighted that this clarity is essential for effective teaching, and our findings support this by showing how peer coaching fosters a supportive environment for refining teaching practices. Constructive feedback provided by peers encourages reflection, which is vital for inquiry-based learning and adapting teaching methods based on peer insights (Ester et al., 2024).

Reflective practices, a key aspect of professional development, were also strengthened by peer coaching. As noted by Atemeh et al. (2024), peer coaching helps prospective teachers assess their effectiveness and make necessary adjustments. The collaborative interactions within peer coaching groups contribute to the continuous professional growth of interns. However, challenges related to organizational power dynamics can hinder the full potential of peer coaching, underscoring the need for a supportive environment (Corrigan et al., 2020). A strong support system encourages trust and open communication, which are essential for effective peer feedback and growth.

While peer coaching has been shown to enhance professional development, the variability in responses among prospective teachers suggests room for improvement. Some areas, such as self-assessment and personal growth, received lower ratings, indicating the need for focused interventions. Targeted strategies, such as training for coaches and using Multisource Feedback (MSF) as a framework, could enhance these areas and foster a culture of reflection (Lanius, 2022). Effective training in feedback mechanisms and reflective practices, as cited by Curran et al. (2022), can empower educators to better evaluate their learning outcomes and identify growth opportunities.

The study also examined the relationship between peer coaching effectiveness and academic performance during the internship. The majority of prospective teachers performed at a superior level, reflecting the positive influence of peer coaching on their teaching effectiveness. This aligns with the findings of Fitriah et al. (2023), who noted that peer coaching during internships enhances pedagogical skills and confidence. The study found a weak positive correlation between peer coaching effectiveness and academic performance, suggesting that while peer coaching has a modest impact on performance, other factors, such as the experience of the coaches and the context of the coaching environment, may also

influence outcomes (Callo et al., 2024). This indicates that not all peer coaching experiences are equally beneficial.

In conclusion, the findings of this study underscore the value of peer coaching as a collaborative practice for professional development. However, for peer coaching to reach its full potential, it is crucial to address the identified challenges, particularly in the areas of self-assessment, feedback, and reflection. Teacher Education Institutions (TEIs) may consider enhancing the systematic preparation of interns and incorporating structured feedback mechanisms to optimize peer coaching effectiveness. Future research could explore the role of peer coaching in different educational contexts and investigate how various factors, such as coaching experience and institutional support, affect its impact on teacher development.

Conclusion and suggestions

Conclusion

The findings of this study highlight the effectiveness of peer coaching across various dimensions of professional development, including lesson planning, instructional delivery, debriefing, and reflection. These results align with global educational trends that emphasize the importance of collaborative learning and peer support in enhancing teaching practices. The data demonstrates that peer coaching significantly aids prospective teachers in developing detailed lesson plans, improving instructional clarity, offering constructive feedback, and fostering reflective practices. These elements are crucial in the context of modern education, where there is an increasing focus on inquiry-based teaching and the promotion of active, student-centered learning environments.

However, while peer coaching proved effective in many areas, slight variations were noted, particularly in systematic preparation and the encouragement of self-assessment, which are essential for promoting continuous professional growth. This finding mirrors the growing global emphasis on fostering metacognitive skills and self-directed learning in educators. The academic performance of prospective teachers during their internship was predominantly high, with the majority rated as Superior, showcasing the direct impact of peer coaching on practical teaching competencies.

The study also revealed a weak but significant positive correlation between peer coaching effectiveness and academic performance, suggesting that peer coaching contributes to the overall success of teaching interns, albeit with a modest impact. This supports the global shift toward fostering professional learning communities and peer-assisted development, recognizing that collaborative approaches, such as peer coaching, can complement traditional teacher training methods. The study's conclusions underscore the need to continue refining peer coaching practices, enhancing systematic preparation, and promoting self-assessment, which are all pivotal in nurturing reflective, inquiry-driven, and highly effective educators in today's rapidly evolving educational landscape.

Suggestions

To maximize the benefits of peer coaching, teacher education programs should focus on enhancing areas where it is less effective, such as systematic preparation and self-assessment. This can be achieved by providing more targeted training and developing clear guidelines for peer coaches. Additionally, creating more effective methods for lesson planning within peer coaching, such as standardized approaches or additional resources, could improve systematic preparation. To further support reflective practices, offering better tools and feedback mechanisms will help prospective teachers gain deeper insights and enhance their professional development. Given its significant role in improving teaching performance, peer

coaching should remain a core component of professional development programs. Regular assessment of peer coaching's impact on academic performance is also crucial to identify areas for improvement and ensure the practice remains effective for all participants. Future studies should explore factors influencing variability in peer coaching effectiveness, including different coaching models, individual differences, contextual factors, and long-term impacts on teaching performance and career development.

New knowledge and the effects on society and communities

This study adds valuable insights into how collaborative professional development practices like peer coaching influence lesson planning, instructional delivery, and reflective practices among prospective teachers. The study offers localized knowledge that can be useful for other educational institutions facing similar challenges. The correlational analysis between peer coaching and academic performance further highlights how this practice can enhance teaching quality, even if modestly. As teachers become more effective through peer coaching, students benefit from improved educational outcomes, which can lead to positive social and economic development within their communities. Additionally, this paper supports the integration of peer coaching into teacher education programs, encouraging collaboration and continuous improvement among educators. This collaborative culture not only enhances the educational environment but also fosters a stronger sense of community both within and outside educational institutions. In the end, the study's findings can inform educational policies and promote better teaching practices that have lasting effects on society.

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