

Fostering Resilience and Learning in Engineering Education through Peer-Led Tutoring in the Global South

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Abstract

Peer-led study groups have increasingly gained attention as a strategy to enhance student resilience and improve academic outcomes. In the Global South, where socio-economic challenges and limited resources often hinder student success, such interventions are critical. Despite the growing interest in collaborative learning, there is limited research on how these systems influence student resilience, particularly in environments that emphasise Ubuntu values of mutual support and interconnectedness. This study fills that gap by critically examining the role of peer-led study groups in high-impact engineering modules. Focusing on the experiences of students navigating complex academic challenges, it explores how these tutoring systems foster resilience and create supportive learning environments. Drawing on Relationship-Resourced Resilience (RRR) Theory, which highlights the importance of social connections in overcoming adversity, the study employs a qualitative methodology to analyse student feedback from interviews and focus groups. The findings illustrate the transformative potential of peer-led groups in creating an inclusive, supportive educational environment that goes beyond traditional lecture-based approaches.

