

PEER TUTORING AND ITS IMPLICATIONS ON SOCIAL STUDIES STUDENTS' ACADEMIC PERFORMANCE IN BURUTU L.G.A OF DELTA STATE

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Abstract

This study is designed to examine the effects of Peer Tutoring in the Academic Performance of Junior secondary Schools Students in Burutu Local Government Area of Delta State. The population of the study was 100 students with a sample size of 20 students drawn from two secondary schools in the Burutu Local Government Area of Delta State. The study was carried out using the Quasi experimental research design, four research questions were raised and four hypothesis were also formulated and tested at 0.05 level of significance from the achievement test conducted /administered in the course of the study using the pre-test and post-test method of data analysis and the T-score formula, some effects of peer tutoring were revealed. The results showed that a significant level of difference existed between students taught using peer tutoring method and those taught using the conventional lecture method. The result also indicated a significant level of difference in the academic performance of male and female students compared in the two methods of teaching. On the basis of the findings, it was discovered that students performed better when taught using peer tutoring and teachers should be trained on how to apply it in the class. Also materials should be provided by the Government and school owners in order for the methods to be effective.

Keywords: Peer tutoring, academic performance, implications, student, effects, Social Studies.

Introduction

Many educators are constantly working to improve their students' academic performance. Most schools classrooms contain students with a variety of academic achievement. It is extremely difficult for a teacher to meet the needs of each student at the same time. There is simply not enough time in a school day to spend with individual student.

There are varieties of teaching methods that have been used in classroom across the country in the past and some have proved to result in higher students' achievements than others. Exploring and implementing different teaching strategies will result in an all-round development of knowledge base.

A classroom teaching strategy that has proved effective or useful in improving student academic performance is peer tutoring.

Peer tutoring consists of two or more students working together, teaching each other rather than learning from the teacher's direct instruction. By implementing peer tutoring as an instructional strategy, classroom teachers are able to individualize instruction for each

of their students, giving the students in the classroom the opportunity to be actively engaged in the learning at the same time (Greenwood 1997).

According to Jibrim, Ibrahim and Zayum, (2016), the most appropriate pedagogical approach is that which promotes students' academic performance. Nura, (2008), and Joseph and Joel, (2015), argues that teacher's centered methods (lecture and demonstration are not effective for skill subjects. For example, the assertions from researchers such as Adamu, Haruna & Bashir indicates that despite the shortcomings of interactive method of being time consuming, it helps to improve academic performance and retention ability of students.

Peer tutoring, otherwise known as peer mentoring or peer assisted learning strategy is an effective and affordable way of providing academic and personal support from other students. (Jubrim, Ibrahim & Zayum 2016). Peer tutoring is also important for the tutor, that is learning is encouraged through teaching. Carter et al (2005), recommended peertutoring as a means for schools to develop

and foster their inclusive ethos because students with diverse needs receive individualized and timely feedback

Research on peer tutoring has indicated academic and social gains for students with SEND in various subject areas and grades. For example, in two meta-analytic reviews, Bowman Perrot et al (2013), and Bowman Perrot et al (2014), moderate to large academic gains in vocabulary, mathematics, reading and spelling for students with SEND and positive effects on their social skills regardless of the type of disability. Similarly, Carter et al 2015, concluded that peer tutoring can help even students with severe disabilities improve their social skills and create more friendships.

Peer tutoring is widely acknowledged as a highly effective approach for promoting cooperative teaching, boosting, motivation, and deepening of comprehension of subject matter (Topping 2016). Peer tutoring exists in several forms, each providing distinct advantages. Crouch and Mazur (2017), identify traditional peer tutoring as a common model where a more knowledgeable student helps peers grasp a particular subject matter.

As far as peer tutoring is concerned, it is a teaching strategy where students or group of students interact and help each other learn by a student occupying the role of a tutor and the others the role of tutees. Also, peer tutoring can be described as the process which involves sharing of ideas and students teaching themselves in their fields of study.

Peer interaction among students is useful in learning skills, knowledge and providing solution to each other's problem by playing, talking, quarrelling and sharing ideas and students teaching themselves in their fields of studies.

Peer interaction among students is useful in learning skills, knowledge and providing solution to each other's problem by playing, talking, quarrelling and sharing ideas. Peer tutoring helps to develop the skills of students and to manage and plan their learning experiences, work in association, give and

receive responses about their activities and finally, evaluate their own learning. At present, the significance of peer tutoring is increasing and it has become an important course and disciplines in different countries.

According to Austin (2008), and Evsenkope (2010), peer tutoring has positive impact on student learning, motivation and socialization it was found effective in the development of creativity and problem solving skills of both tutor and tutees. Due to its interactive nature, peer tutoring helps the tutor in understanding the mental level of tutees and concept about the topic.

Results are very successful if the tutor and tutee are engaged in collaborative work and meaningful activities under planned and structured programme. Moreover, peer tutoring is advantageous for students as it provides opportunity for discussion which leads to learning in a conducive environment. In the same vein, peer tutoring builds up confidence and enhances cognitive level of introvert students because it gives confidence to shy students which may enable them to experience themselves in front of the class or other gatherings.

Peer tutoring is useful for institutions which offer inclusive education to diverse students, because it may reduce the social and behavioral problems among students to a significant degree. Similarly, the problem of limited teachers and scarce financial resources can be overcome by peer tutoring, that is hiring volunteers and old students. In addition, because of its participatory approach, peer tutoring may also help in reducing the dropout rate of weak students to a great extent.

Based on the aforementioned, it may be said that peer tutoring may be very useful and effective in assisting teachers to increase time for learning activities which is now a serious problem in our schools in Burutu Local Government Area of Delta State.

Statement of Problem

Peer tutoring, as an alternative approach to help build up learners level of mastery of

subject matters and resolve the problem of their inability to understand certain concepts in the classroom as a result of the use of conventional methods and demonstration methods by the teachers. It can help different categories of students, the introverts, the extroverts, the slow and fast learners overcome their learning difficulties.

The application of peer tutoring in the classroom and in the teaching learning process can yield great benefits in terms of greater level of comprehension, social interaction and foster tolerance among students from different religious and social backgrounds. There are some problems associated with teaching and learning, including but not limited to the lack of instructional materials, unavailability of furniture, low level of comprehension among students, lack of laboratory equipment, as well as uncondusive environment, and finally, lack of qualified teachers or insufficient teachers.

Peer tutoring can bridge the gap by way of improving students academic achievements, boost their level of confidence, and then enhance their communication skills. In this instructional setting, students alternate roles as tutors and tutees, enabling the reinforcement of knowledge and skills through mutual teaching (Fuchs and Fuchs 2018).

Research Questions

The following questions are raised with regards to this study:

- i. What is the difference between the students' academic performance of those taught using peer tutoring method and those taught using lecture method in Burutu LGA of Delta State?
- ii. What is the difference between urban and rural academic performance of those taught using peer tutoring method and those taught using lecture method in Burutu LGA of Delta State?
- iii. What is the difference in the retention of learning among social studies students taught using peer tutoring method and those taught using lecture method in Burutu LGA of Delta State?
- iv. What is the interactionaleffects of gender

and ability level of students taught using peer tutoring method and those taught using lecture method in Burutu LGA of Delta State?

Research Hypotheses

The following are the research hypothesis.

- i. There is no significant difference between the scores of students taught with peer tutoring and those taught with lecture method in Social Studies in Burutu Local Government Area of Delta State.
- ii. There is no significant difference in the performances of urban and rural students taught using peer tutoring method and those taught using lecture method in Burutu LGA of Delta State.
- iii. There is no significant difference in the retention of learning among social studies students taught using peer tutoring method and those taught using lecture method in Burutu LGA of Delta State.
- iv. There is no significant difference between the interactive implications of gender and ability levels of students taught using peer tutoring method and those taught using lecture method in Burutu LGA of Delta State.

The Concept of Social Studies

Social studies the study of individuals, communities, systems and their interactions across time and space that prepares students for local, national and global civic life NCSS, (2023). According to Folorunsho and Adeboye, (2024), social studies is a field that educates individuals by providing them with the skills and attitudes necessary to become responsible and competent citizens.

Osakwe, (2014), defines social studies education as an integrated field of study that attempts to study man in dept within the ramification of his dynamic environments as well as equipping him with positive knowledge, attitudes, values and skills for purpose of producing competent, humane and effective citizenry who can contribute positively to the good of the society.

Danladi, (2015), defined social studies as that part of the school general education programme which is concerned with the preparation of the citizens for participation in a democratic society. Njok and Sunday, (2014), posited that social studies is an interdisciplinary subject that enables learners to acquire knowledge of the surrounding complex phenomena and forces that influence man in his society. Watts, (2017), posited that social studies as a subject is designed to help young people develop the ability to be informed, reasoned and take decisions for the public good as citizens of a culturally diverse, democratic society in an independent world.

Joregenonsen, (2017), opined that social studies is the study of people, therefore, social studies helps students to acquire knowledge, master the process of learning and becoming active citizens. Social studies is concerned with fostering students with better understanding of the immediate environment, and personalities that have influenced the history of their immediate environment and the wider world as a global community, foster and improve human relations through a better understanding of others within the immediate environment and beyond.

General Objectives of Social Studies

Social studies education helps students to understand their place in the world. Social studies education teaches children their roles and responsibilities particularly in relation to civic affairs. The general objectives of social studies are discussed below.

i. Critical Thinking

Social studies teaches students about history and enable them understand how society has evolved. The subject does not only offer students a strong knowledge base, but it also helps them develop the ability to think critically about societal issues and learn how to address them based on their understanding of social values.

ii. Civic Competence

Social studies educates students on citizenship by providing them with knowledge, skills and attitudes that will help to become competent

and responsible citizens who are informed, thoughtful and participate in their communities and exhibit moral and civic virtues.

iii. Enhancing Social Studies

Social studies include the study of the interrelationship among people, as well as the relationship between them and their environment. This allows students to develop an understanding of the society and human condition.

iv. Integrating Ideas

Social studies enables students to integrate ideas from different disciplines to come up with reasoned decisions and to make the connection between related concepts and ideas so that they are better able to identify the problems affecting the society.

v. Awareness of the World and the Environment

Social studies teaches students about the various civilizations, movements and renaissances that occurred over the years. This knowledge enables the students to understand how the world and different societies have evolved, the important events that have occurred in the past, enduring ideas and eminent personalities that have created an impact and affected the lives of people both locally and globally.

The Concept of Peer Tutoring

Keagan M., (2024), defines peer tutoring as a collaborative active learning strategy where students take the role of both the teacher, and the learner. According to Jubrin, et al, (2016), the most appropriate pedagogical approach is that which promotes students' academic performance. The study by Ishaq & Iran, (2014), revealed that at most all the traditional teaching approaches used in schools around the world include lecture and demonstration which have negative effects on students learning outcomes.

Abdulraheem, et al (2017), peer tutoring also known as peer learning, cooperative /collaborative learning and peer collaboration

refers to the use of teaching and learning strategies in which students learn with and from each other without the immediate intervention of a teacher. Boud (2017), peer tutoring can increase students learning outcomes by improving the understanding of students with mastery of concepts.

Edward, (2018), peer tutoring was a method in which one of the students became a tutor from other members in the group. Romano & Walker, (2020), opined that peer tutoring is when one of the pupils led another through a task or concept. Peer tutoring involves one or more students teaching other students in a particular subject area and builds on the belief that to teach is to learn twice. Whitman, (2018).

Peer tutoring can enhance learning by enabling learners to take responsibilities for reviewing, organizing and consolidating existing knowledge and materials, understanding its basic structure, filling in the gaps; finding additional meaning, and reformulating knowledge into new conceptual frameworks Duck (2014).

Peer tutoring is a teaching strategy where a group of students interact to help one another learn with one of them occupying the role of a tutor and the others the role of tutees. Ullah, et al, (2018). Tutoring is a process in which trained people are required to assist and support other people who are less skilled and have a low level of knowledge in an interactive, meaningful and organized way. Bombardelli, (2016).

Peer tutoring exists in several forms each providing distinct advantages. Peer tutoring which is widely acknowledged as a highly effective approach for promoting co-operative learning, boosting motivation and deepening comprehension of subject matter Topping, (2016). Research indicates its positive impact on students' performance especially in other subject areas. Parker, et al. (2023); Fuchs & Fuchs (2018), and Ullah, et al (2018), particularly when employed as a complement Goodlad & Hirst, (2017).

i. Direct Tutoring

The teacher fills the tutee's knowledge gap, explaining and exemplifying how to teach as

specific solution. To do so, the tutor must be confident in their own abilities.

ii. Non-Direct Tutoring

The teacher asks open-ended questions, guiding the tutees to form their own conclusion about a given topic. To do so, the tutor should understand when and how to pose thought provoking questions.

During a peer activity for example, a non-directive approach can help students process constant feedback through their own words and thoughts. On the other hand, a direct questions can help students understand how things work.

Implications of Peer Tutoring in the Study of Social Studies

In the study of social studies, peer tutoring has a lengthy history of success in classrooms. Peer tutoring is an effective classroom strategy which is useful in improving students' academic performance Piggot et al, (1986). In relation to the above theoretical assumption, Drago, et al, (2018), and Sysma, et al, (2019), noted that peer tutoring usually, has a positive impact on students understanding.

Boud, (2017), peer tutoring can increase students learning outcomes by improving the understanding of students, with mastery of concept. Duck, (2017), peer tutoring can enhance learning by enabling learners to take responsibilities for reviewing, organizing and consolidating existing knowledge and material, understanding its basic structure; filling in the gap, finding additional meanings, and reformulating knowledge into new conceptual frameworks.

Research indicates its positive impact in other subject areas Darker, et al (2023); Fuchs & Fuchs, (2018), and Ullah, et al, (2018), particularly when employed as a complement to traditional teaching practices, Goodlad & Hirst, (2017). Additionally, according to Olmscheid, (1999), peer tutoring gives teachers the opportunity to teach more effectively. As students work one-on-one with each other, as they engage in peer tutoring

activities, academic engagement for all student can be increased Greenwood, (1997), Olmscheid, (1999).

One on one instructional procedure has been viewed as highly effective for social studies students. Peer tutoring can also yield significant gain in social and communication skills Toppings, (2005). Both tutees and tutors can gain academically and socially their experience Topping, (2005). Peer has been shown to be a useful strategy for lower and higher academic levels of students.

Peer Tutoring and How It Enhances Students Academic Performance in the Rural and Urban Areas

Education is the most important factor in societal development; schools have to play a major role in ensuring the successful development of students. The learning environment as major roles to play in learning and the area where the students live can determine their performance in their studies. Urban areas relate to the areas that are surrounded by cities and it is a well populated area compared to rural areas that are sparsely populated and it is usually, farmland or cultivated areas.

Many educators, researchers and the general public believe that students from rural schools mostly receive education that is inferior compared to the students that live in the cities. Students that live in the rural areas have low academic achievements, when compared with the students that live in the urban areas. The excellent performance of urban students is because of the better quality in their education, availability of the information that they get from various sources like mass media, and electronic media, their educated families and peer group which help them for better performance.

They have many advantages and facilities in their education, compared to rural students. Students in the rural areas are less exposed to the outside world and lack knowledge about the current issues that happen. A number of studies suggest that students residing in urban areas and those from higher socio-economic

backgrounds are more likely to be good and effective tutors. Students are more likely to receive tutoring in urban than rural areas Tsang et al, (2010), and Xue& Ding, (2018). Peer tutoring has been expanded and intensified in urban areas than rural areas. Likewise students in urban areas are more likely to receive tutoring Ma, (2011), Xue& Ding, (2008).

Geographically, peer tutoring is likely to be higher among students in urban areas where the competition is higher and the supply of tutoring is more plentiful and diverse Ma, (2011), Tsang, et al, (2010). Most tutoring is provided by private or commercial tutors against a fee. The pattern that the demand for tutoring is low among students from rural areas and high among students from urban areas has been confirmed by studies by Bray et al, (2013), Tsang, et al, (2010). Even though remedial tutoring may be helpful for low achieving students from rural areas, such students are less likely to make use of peer tutoring.

Peer tutoring particularly serves high achievers in many countries. Students from family with higher income, those whose parents are well to do and educated and students who live in the urban areas are more likely to receive tutoring Jelam & Tan, (2013), Silova (2010), Pallegedera, (2010). Students from more established social class (urban areas) usually enjoy better quality tutoring alongside formal schooling.

Reasons for the variation in students' achievement are: geographical location, resources, availability of technology and quality of teachers. Findings have also revealed that urban schools perform better than rural schools because they have better infrastructures, more qualified teachers and characters that motivate students to do well.

Peer Tutoring and Gender (Male and Female) and How It Enhances Students Performance

Gender in this context can be referred to as the categorization of people into two, namely: male and female, and they are socially construed to be differences in behaviour,

attitudes and emotions Borgatta, (2000). There is general belief that males are more superior to females and achieve better than females in some subjects.

Consequently, gender differences which lead to variation in academic achievement of male and female students remain an issue of concern to researchers. Nevertheless, there are probably hundred of factors that affect academic achievement of students independent of gender, such factors include: social, economic, media, health, family, relationship between students and their teachers, and schools expectations.

One of the interactive methods that may enhance students' interest in learning is peer tutoring. Peer tutoring is an interactional strategy that encourages students' partnership, linking high achieving students with low achieving ones, for reading discussions and information exchange. Furthermore, peer tutoring is a systematic peer mediated teaching strategy that allows learners to interact with each other.

Peer tutoring has been utilized as a strategy to assist under prepared students in academic success and retention. Colver and Fry (2016), Menesses and Gresham, (2009); Munley, et al, (2010), Nawaz & Rehman, (2017). Peer tutoring is an economically and educationally effective intervention for slow learners and high achievers that can benefit from both the tutor and tutee, socially and educationally by motivating them to learn.

It means when peer tutoring is carefully guided by a teacher, the interaction among individuals and group will deepen the understanding of concepts among students. That is peer tutoring is an effective instructional strategy in that they (students) get deeper understanding of concepts through themselves, since peer tutoring is an interactive method in its application and which in turn results in higher academic achievements.

Methodology

The research adopted quasi experimental

design (pre-test and post-test) design, which involves the experimental and control groups. The academic performance of students in the junior secondary school three (3) under this study was tested using standard questions from the Delta State Ministry of Education Junior Secondary School Examination 2023. The sample consists of students of two selected secondary schools in Burutu Local Government State, namely:

1. Burutu Grammar School, Burutu.
2. Tuomo Grammar School, Tuomo.

The population of this study consists of one hundred (100) students of two selected secondary schools in Burutu Local Government Area of Delta State, with twenty (20) Students as the sample size of the population.

The sampling technique used in the study was a simple random sampling technique. This method was chosen because it gives the subjects in the population equal chances of being selected. A population size of one hundred (100) students and a sample size of twenty (20) students were taken. The number was selected randomly selected from the total population which means that 20% of the total population was used as the sample size of the study.

The research instrument used for the study was obtained from the Junior Secondary School Examination of 2023. This was the major data collection instrument which was used to compare the performance of the students taught using peer tutoring method and those taught using the conventional lecture method.

Validity of an instrument refers to the ability of the instrument to measure what it is supposed to measure. Thus, the instrument was first submitted to the supervisor who read, scrutinized and made correction before approval for distribution. The reliability of the instrument was ascertained by using the test-retest method. The instrument was administered to the same number of students before teaching, the same instrument re-administered and results were obtained, which shows that the result was reliable.

$$T = \frac{\Sigma\Delta}{\frac{N \Sigma\Delta^2 - (\Sigma\Delta)^2}{N-1}}$$

Where Σ = Sum of the difference between the pre-test and post- test
N = No. of students.

The methods of data collection include the primary and secondary data, primary data includes questions which were administered by direct contact to the students who have been taught using peer tutoring method and those taught using lecture method. The secondary data for this research were collected from textbooks, journals and conference papers.

The method of data analysis was the t-test method. The responses were scored and tabulated in various tables. The formula for this is:

Discussion of Findings

The findings here, were related to the research hypothesis earlier mentioned to have an insight for the study as follows:

The findings shows that social studies students in most schools are mostly taught using the lecture method and this tends not to help them perform better as they are being taught in an abstract way and therefore not having a full experience of what they are taught.

Firstly, a pretest was conducted teaching the students with the conventional (lecture method) and when they were taught using the peer tutoring method, the students performed better than the previous test given to them. Topping, (2005), that there are many different facts of the peer tutoring method that leads to its effectiveness.

Topping, (2005), explained that to understand the instructional strategies of peer tutoring, it is widely acknowledged as a highly effective approach for promoting cooperative learning, boosting motivation and deepening comprehension of subject matter Topping, (2016). Arnet, (2000), observed that school location has both negative and positive impacts on the adolescents, which plays a critical role on the academic performance of the adolescent.

Okonkwo and Igboegum study indicates a significant difference in the students' performance with respect to the location of schools. This study shows that students in urban schools perform significantly better than students in rural schools.

Findings on the effects of peer tutoring has clearly shown that despite the positive impact the conventional method (lecture method) has done to the students' performance, peer tutoring will help the students to perform much better and make the teaching - learning process to be more interesting for both the students and the teachers thereby giving them more insight to what is being taught in the classroom.

Conclusion

Consequent upon the findings from this study, it is hereby concluded that peer tutoring strategy is more effective in facilitating students' achievements in social studies than the conventional lecture/demonstration method. The study has shown that peer tutoring method develops students' interest in classroom activities and that gender is a significant determinant of their performance in social studies.

The implications of these observations are that teaching strategy adopted by the teachers and students gender are significant determinants or predictors of students performance. In the same vein, Zayum, (2018) & Ayashagba, (2017), all found in their separate studies that students taught Biology and Social studies using peer tutoring strategy and discussion methods respectively achieved significantly higher than their counterparts in the conventional strategy and the lecture method.

It shows that the environment in which a school is located is also a great factor that improves learning. Therefore, efforts should be made to improve the environment and instructional materials in schools to enhance learning and retention of what is being taught in the classroom.

Recommendations

The following are the recommendation in view of this study:

1. Peer tutoring method should be incorporated in all schools in Nigeria education system
2. Teachers should be trained in peer tutoring method.
3. Learning materials should be provided by the government and schools owners in order for the method to be effective.
4. Students should be tested based on what they have seen and practiced.
5. The school authorities should create time in the school timetable for students to engage in peer-tutoring as most students will like to go home immediately after closing.

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