

The Effects of Peer-Tutoring Strategy on Upper Basic Two Students' Interest and Achievement in Social Studies Education in Zone "C" Of Benue State

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Abstract: *This study will investigate the effects of peer-tutoring strategy on Upper Basic two students' interest and achievement in Social Studies. The study is designed to find out whether students taught Social Studies using the peer-tutoring strategy would achieve better than students taught using the conventional strategy. Three research questions will guide the study while three hypotheses were formulated and tested at 0.05 level of significance. The design for the study was the quasi-experimental non-equivalent pre-test and post-test control groups. The sample of the study consisted of 276 Upper Basic two students of 2017/2018 academic session. Samples were selected through simple random and purposive techniques. The sample included the six intact classes from six co-educational school in Education Zone 'C' of Benue State. The sample will assigned to two experimental and control groups. Data will be collected using a researcher-made Social Studies Achievement Test (SOSAT) and Social Studies Interest Inventory (SOSII). The SOSAT was subjected to a reliability analysis using Kuder-Richardson (K-R21) which yielded a reliability co-efficient of 0.90 while the SOSII yielded a reliability co-efficient of 0.88 using Cronbach Alpha. Data collected will be analyzed using mean and standard deviation to answer the research questions while Analysis of Covariance (ANCOVA) will be used to test the hypotheses.*

Keywords: *Peer-tutoring strategy, interest, achievement, social studies.*

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1.0

INTRODUCTION

The teaching and learning of social studies at the basic level of education is central to producing a just and egalitarian responsible citizen which is a major goal of the Nigerian education system. This is why the subject of social studies is made compulsory for all basic pupils and students at the primary and junior secondary schools. The explanation to this is that it is usually at this level

of education that children's attitude, perspective and values are formed. The importance of social studies therefore cannot be over-emphasised. Zaria and Bulya (2016) see social studies as the development of skills with which man equips himself in solving problems in a rational manner and the ability to think critically and reflectively. However, social studies is misunderstood, especially in teaching in many primary and secondary schools as observed by Olawepo (2016). Over the years, students' interest and achievement in social studies have been declining especially in external examinations at the basic level. The problem of students' poor performance in social studies has been an educational concern in the last two decades (Adebayo, 2017). Some of the factors Social Studies researchers have identified as being responsible for students low achievement and interest in social studies is inappropriate and ineffective instructional strategies in the subject (Ato, 2013).

The researcher has also observed that persistent poor teaching methods adopted by social studies teachers contribute to a large extent students' poor achievement in the subject. The traditional methods which include lecture method and dictation have been criticized by some researchers like Zaria and Bulya (2016) as well as the National Teachers Institute (2019). Considering the importance of social studies as a subject in the basic secondary education curriculum, there is need for teachers to adopt effective teaching methods. This is because the critical role social studies plays to the development of responsible and productive citizens who could positively contribute to the development of the society cannot be over-emphasised. Shamija (2019) notes that if social studies teachers adopt appropriate teaching strategies, they will help students to understand social concepts better which could enhance students' performance in both internal and external examinations. Appropriate teaching strategies could also inculcate the right values in students. According to Shamija (2017), the common method employed by many social studies teachers is the lecture method. This is one of the earliest methods. It is a teaching process whereby a teacher verbally delivers a pre-planned body of knowledge to learners. The teacher usually does the talking while students listen and take down notes. It has been noted by some social studies experts that this method is teacher-centered which does not actively involve learners in the learning process. This method can also lead to lose of interest on the part of the learners. Other conventional methods which some social studies teachers employ are dictation and note-taking (Shamija, 2015; Jibrin & Zayum, 2012).

Current researchers of social studies assert that if the subject's curriculum must be effectively implemented for better results, social studies teachers should be able to identify interaction patterns or strategies of teaching that could stimulate learners' interest and improve their achievement (Shamija, 2013; Sidhu, 2016). Teachers need to adopt strategies that could enhance active participation of learners in the learning process. Several cooperative and interactive strategies have been adopted in teaching school subjects which had led to improved teaching and learning. It is obvious that current teaching and learning are tilting towards cooperative and interactive learning which encourage learners' active participation. One of these strategies is the peer-tutoring strategy. Peer-tutoring strategy is a cooperative or interactive strategy in which one student provides instruction or academic assistance to another (Okoye, 2017). Okoye goes further to describe peer-tutoring as a method of instruction that involves

students teaching other students. It is a system of instruction in which learners help one another and learn by teaching.

Research effects of peer-tutoring in other disciplines have been conducted in many parts of the globe and have been found to produce positive results. However, such a study on its effect on students' interest and achievement in social studies is not known to have been conducted in Education Zone C of Benue State. Social Studies as an important subject in Nigeria's school curriculum has its major objective of guiding students to inculcate in their conscious common values that will produce responsible citizens that will be self-reliant with the right attitudes towards the building of a just and egalitarian society. There is therefore the need to teach Social Studies with the appropriate and effective methods which will arouse students' interest and improve their performance in the subject. It has however been observed that many Social Studies teachers employ the lecture method, dictation and note-taking strategies which are usually teacher-centred devoid of activate students' participation. Peer-tutoring strategy is one of the cooperative teaching and learning procedure that requires active participation of learners. This could lead to increasing students' interest as well as improving their achievement. The problem of this study therefore put in a question form is: What could be the relative effectiveness of peer-tutoring strategy on students' interest and achievement in Social Studies in Education Zone 'C' of Benue State?

The findings of this study may be of significant benefits to some education stakeholders like teachers, students, curriculum planners, textbook writers, state universal basic education, professional bodies and researchers. Social studies teachers may find as a strategy that can be used to aid interaction between students bringing about cooperation, cross fertilization of ideas and confidence in learning from peers. Students could benefit by learning from peers which could aid achievement because they are operating at the same level. Interest could also be developed as students are free with peers. Students develop confidence and knowledge on peer and cross-age tutoring. It encourages communal learning, cooperative learning and peer collaboration with one another. Studies have shown that it is superior to group instruction since it addresses special needs, learner pace, style and level of understanding. This apparently gives social and emotional gains which helps to increase interest. Curriculum planners of social studies may also benefit from this study as they integrate peer-tutoring strategies and other relative learner-centred activities in the social studies curriculum. Textbook writers may also find the need to increase more peer-tutoring strategies in social studies textbooks. This could arouse students' interest and achievement in social studies. The Universal Basic Education boards and professional bodies like the Social Studies Teachers Association may benefit from results of this study to improve their teaching skills. Finally, social studies researchers and researchers on peer-tutoring strategy and other learner-centred strategies may find the results of this study useful towards improving the teaching and learning of social studies and other school subject.

The general purpose of this study was to investigate the effect of peer-tutoring strategy on Upper Basic 2 students' interest and achievement in Social Studies in Education Zone 'C' of Benue State. Specifically, the study sought to;

- i. Determine the difference in the mean achievement scores of students exposed to peer-tutoring strategy and the conventional strategy in Social Studies.

- ii. Ascertain the difference in the mean interest rating scores of students exposed to peer-tutoring strategy and the conventional strategy in Social Studies.
- iii. Examine the difference in the mean achievement scores of male and female students exposed to peer-tutoring strategy in Social Studies.

2.0 METHODOLOGY

2.1 Research Design

This study employed the pre-test, post-test quasi-experimental design. Specifically, the non-equivalent control group design was adopted because it was not possible to randomly assign subjects to treatment groups. This design was appropriate because according to Achor and Ejibo (2018), some classrooms conditions do not allow themselves for excessive manipulations. The study therefore used intact classes. The independent variables were peer-tutoring and the conventional strategies while the dependent variables were achievement and interest in social studies. The design entailed all the groups taking the pre-test before the treatment took place, while the post-test was administered to both groups. For this reason, the study consisted of one experimental group and one control group. The experimental group was exposed to the peer-tutoring strategy while the control group was assigned to the conventional strategy.

The design is diagrammatically represent thus:

Grouping	Pre-Treatment Test	Research Condition	Post-test
A	O ₁	X ₁	O ₂
B	O ₁	-	O ₂

Where:

- A - Experimental group
- B - Control group
- O₁ - Pre-Treatment Test
- X₁ - Research treatment
- - No treatment (conventional strategy)
- O₂ - Post-test (for all the groups).

2.2 Scope of the Study

This study focused on effect of peer-tutoring strategy on the interest and achievement of students in social studies. The study covered the Education Zone ‘C’ of Benue State. The zone is comprised of nine local government areas of Ado, Agatu, apa, Obi, Ohmini, Oju, Okpokwu, Ogbadibo and Otukpo. The scope is chosen because such a study has not been conducted in Education Zone C

of Benue State, and there is need to find out results of such study in the area, which will add up to date on the topic existing.

2.3 Population of the Study

The population of this study was all the 8,762 Upper Basic Two students of the government-owned co-educational basic secondary schools in Education Zone C in the 2017/2018 academic session (Directorate of Planning Research and Statistics, Benue State Teaching Service Board, Makurdi, 2018). The reason for choosing Upper Basic Two students for this study was because the students had completed their first year study in secondary. Besides, using Upper Basic Two students gave the researcher enough time to carry out the treatment without much interruption since it was not a certification class.

2.4 Sample and Sampling procedure

The sample consisted of 276 Upper Basic two students located in six intact classes in six schools. Government-owned basic secondary school was used for the purpose of uniformity. Simple random sampling was applied in the selection of three local government areas out of the nine in the zone. Purposive sampling technique was then used in selecting two schools from each local government area. The researcher further used simple random sampling to select one intact class from each school through balloting. Assignment to treatment conditions in the six schools was by simple randomization. In each local government area, the researcher assigned one school to the experimental group and one to the control group.

The schools selected met the following conditions: Co-educational schools with Upper Basic two social studies teachers with at least NCE in social studies or B.Ed. Social studies qualification with at least three years teaching experience. This was because the teachers used needed to be knowledgeable and experienced in the teaching of social studies.

2.5 Research Instrument

(a) The Social Studies Achievement Test (SOSAT): This consisted of 20 items objective tests, which was an achievement test for both groups. This was developed by the researcher in line with a test blue-print based on cognitive learning outcome of Upper Basic Two students. The instrument consisted of multiple choice objective items with four options (A, B, C, D) (See Appendix C p. 87). The items were selected based on selected contents and objectives of social studies in the approved curriculum for Upper Basic Two.

The contents of SOSAT were based on the following topics:

- (i) Family
- (ii) Marriage system
- (iii) Transportation
- (iv) Cultural/Social Relationship
- (v) Environment and Health.

The items of SOSAT were developed according to lower order questions which represented knowledge and comprehension of the cognitive domain while questions involved higher thinking processes covered application, synthesis and evaluation.

(b) Social Studies Interest Inventory (SOSII)

This was a researcher made 25 item questionnaire for students to elicit their responses on their interest towards social studies. It consisted of two sections. Section A sought information about respondents' gender while Section 'B' sought students' interest in social studies. Each of the item was a 4-point Likert-rating scale with 4 response options. The options were: Strongly Agree (SA) 4, Agree (A) 3, Disagree (D) 2, and Strongly Disagree (SD) 1 for the positive statements while the reverse was the case for the negative statements. SOSII was administered twice (pre-test and post-test). The reason for pre-SOSII and Post-SOSII was to ascertain students' interest before and after treatment.

2.6 Reliability

The Social Studies Achievement Test (SOSAT) and the Social Studies Interest Inventory (SOSII) were subjected to a reliability test in order to establish the reliability of the research instruments, the workability of the design and procedures. The instruments were administered on 64 respondents in a co-educational school that was not part of the main study. The respondents were in two intact classes. The researcher administered both SOSAT and SOSII on the respondents with the aid of two research assistants who were Social Studies teachers. Data collected were used to determine the reliability co-efficient of SOSAT and SOSII. The Kuder-Richardson (K-R₂₁) formula was used to test the internal consistency and reliability of SOSAT. The result indicated reliability co-efficient of 0.90. Cronbach Alpha was used to ascertain the reliability coefficient of SOSII. This yielded a reliability coefficient of 0.88. Thus, the coefficient of both SOSAT and SOSII were reliable enough to be used for the main study.

2.7 Data Analysis

The research questions were answered using descriptive statistics of mean and standard deviations while all the hypotheses were tested at 0.05 level of significance using Analysis for Covariance (ANCOVA) with the pre-test scores serving as a covariate. ANCOVA was therefore used to remove the initial differences between groups since intact classes were used.

3.0 RESULTS

Table 1: Mean Achievement Score of Students Exposed to Peer-Tutoring Strategy and Those Taught Using the Conventional Method in Social Studies

Group	N	Pre-Test Mean	Std. Deviation	Post-Test Mean	Std. Deviation
Peer-Tutoring Strategy	146	19.42	5.088	31.18	6.872
Conventional Strategy	130	19.12	5.022	21.72	7.145
Mean Difference		0.30		9.46	

Table 1 is showing the difference in the mean achievement score of students exposed to peer-tutoring strategy and those taught using the conventional strategy in Social Studies. The

experimental groups (those exposed to peer-tutoring strategy) have a mean of 31.18 while those taught using the conventional strategy have a mean of 21.72. This gives a mean difference of 9.46 in favour of those exposed to peer-tutoring strategy.

Research Question 2

What is the difference in the mean interest rating score of students exposed to peer-tutoring strategy and those taught using the conventional strategy in Social Studies?

Table 2: Mean Difference in Interest Rating Score of Students Exposed to Peer-Tutoring Strategy and Those Taught Using the Conventional Method in Social Studies

Group	N	Pre- SOSII Mean	Std. Deviation	Post-Test Mean	Std. Deviation
Peer-Tutoring Strategy	146	3.32	0.740	3.04	.289
Conventional Strategy	130	2.24	0.745	2.08	.759
Mean Difference		0.08		0.96	

Table two is showing the difference in the mean interest rating score of students exposed to peer-tutoring strategy and those taught using the conventional strategy in Social Studies. The experimental groups (those exposed to peer-tutoring strategy) have a mean interest rating score of 3.04 while those taught using the conventional strategy have a mean interest rating score of 2.08. This gives a mean difference of 0.96 in favour of those exposed to peer-tutoring strategy.

Research Question 3

How would the mean achievement score of male and female students exposed to peer-tutoring strategy differ in Social Studies?

Table 3: Mean Difference achievement Score of male and female Students Exposed to Peer-Tutoring Strategy in Social Studies

Group	N	Pre- SOSII Mean	Std. Deviation	Post-Test Mean	Std. Deviation
Male	91	29.62	5.088	30.92	6.752
Female	55	19.11	5.120	31.62	7.109
Mean Difference		0.51		0.70	

Table 3 is showing the difference in the mean achievement score of male and female students exposed to peer-tutoring strategy in Social Studies. The males have a mean achievement score of 30.92 while the females have a mean achievement score of 31.62. This gives a mean difference of 0.70 in favour of female students.

Hypothesis 1

There is no significant difference in the mean achievement scores of students exposed to peer-tutoring strategy and those taught with the conventional strategy in Social Studies.

Table 7: ANCOVA for the Significant Difference in the Mean Achievement Scores of Students Exposed to Peer-Tutoring Strategy and Those Taught with the Conventional Strategy in Social Studies.

Source	Type III Sum of Squares	df	Mean Square	f	P
Corrected Model	6562.596	2	3281.298	68.759	.000
Intercept	8403.790	1	8403.790	176.100	.000
Pre	406.014	1	406.014	8.508	.004
Group	6054.398	1	6054.398	126.869	.000
Error	13028.024	273	47.772		
Total	216765.000	276			
Corrected Total	19590.620	275			

Table 7 is ANCOVA table for the significant difference in the mean achievement scores of students exposed to peer-tutoring strategy and those taught with the conventional strategy in Social Studies. The table gives $F_{(1,273)} = 126.869$, and $p = 0.000$. Since p is less than 0.05 (alpha level), the null hypothesis is rejected. Meaning that there is a significant difference in the mean achievement scores of students exposed to peer-tutoring strategy and those taught with the conventional strategy in Social Studies in favour of the experimental group.

Hypothesis 2

There is no significant difference in the mean achievement scores of students exposed to peer-tutoring strategy and those taught with the conventional strategy in Social Studies.

Table 8: ANCOVA for the Significant Difference in the Mean Achievement Scores of Students Exposed to Peer-Tutoring Strategy and Those Taught with the Conventional Strategy in Social Studies.

Source	Type III Sum of Squares	df	Mean Square	f	P
Corrected Model	77.138	2	38.569	146.024	.000
Intercept	90.187	1	90.187	341.448	.000
Interest 1	14.438	1	14.438	54.662	.000
Group	51.181	1	59.181	224.061	.000
Error	72.107	273	.264		
Total	1996.333	276			
Corrected Total	149.246	275			

Table 8 is ANCOVA table for the significant difference in the mean interest rating scores of students exposed to peer-tutoring strategy and those taught with the conventional strategy in Social Studies. The table gives $F_{(1,273)} = 224,061$, and $p = 0.000$. Since p is less than 0.05 (alpha level), the null hypothesis is rejected. Meaning that there is a significant difference in the mean interest scores of students exposed to peer-tutoring strategy and those taught with the conventional strategy in Social Studies.

Hypothesis 3

There is no significant difference in the mean achievement scores of male and female students exposed to peer-tutoring strategy.

Table 9: ANCOVA for the Significant Difference in the Mean Achievement Scores of Male and Female Students Exposed to Peer-Tutoring Strategy.

Source	Type III Sum of Squares	df	Mean Square	f	P
Corrected Model	1243.575	2	621.787	15.865	.000
Intercept	3794.514	1	3794.514	96.819	.000
Pre	1227.011	1	1227.011	31.308	.000
Gender	33.176	1	33.176	.847	.359
Error	5604.432	143	.847		
Total	148833.000	146			
Corrected Total	6848.007	145			

Table 9 is ANCOVA table for the significant difference in the mean achievement scores of male and female students exposed to peer-tutoring strategy. The table gives $F_{(1,143)} = 0.847$, and $p = 0.359$. Since p is less than 0.05 (alpha level), the null hypothesis is accepted. Meaning that there is no significant difference in the mean achievement scores of male and females students exposed to peer-tutoring strategy in Social Studies.

Discussion of Findings

The discussion of this study is based on the variables investigated in the study which are guided by the research questions and hypotheses. The findings of the study revealed that the peer-tutoring strategy had significant effect on students' achievement in Social Studies than the conventional strategy. The improvement of students' achievement in Social Studies could be attributed to students' engagement and discussions in the peer-tutoring strategy. This could have been also possible as students with higher achieving grades and knowledge guides those with low knowledge in Social Studies instruction. This finding is in agreement with the findings of earlier researches on similar variables (Okoye, 2017; Mohan, 2015; Zayum, 2017 & Ayashagba, 2017). These researchers found from their investigations that exposing students to peer-tutoring and discussion strategy and methods enhanced their achievement and problem-solving skills in Social Studies. Okoye (2018) in particular found in a study that students taught Home Economics

using peer-tutoring strategy achieved higher than those taught using the lecture method. The finding of this study is also in consonance with Mahan (2015) who found a significant improvement in students' achievement in Mathematics when taught with the peer-tutoring strategy. In the same vein, Zayum (2018) and Ayashagba (2017) all found in their separate studies that students taught Biology and Social Studies using peer-tutoring strategy and discussion method respectively achieved significantly higher than their counterparts in the conventional strategy and the lecture method.

Finding in this study also showed that there was a significant difference in the mean interest rating scores of students exposed to peer-tutoring strategy than those exposed to the conventional strategy in favour of the experimental group. This finding turned out like this probably because, the peer-tutoring strategy significantly enhanced students' interest. Students' interest must have improved due to the fact that peer-tutoring strategy allowed students to take active part in constructing knowledge. As other students engaged in problem-solving skills with the more knowledgeable peers, their interest in Social Studies improved. This finding is in consonance with the findings of Ishaya (2014) whose study showed a significant effect of instructional materials on students' interest in Social Studies. In line with this finding, Ibrahim (2012), Abdul-Raheem (2019) and Gara (2018) buttress that interest is an important variable in learning because one becomes interested in a learning activity, one is likely to be deeply involved in the activity. This will subsequently leads to higher achievement and performance. Effective teaching and learning strategy therefore propels interest.

The finding of this study is also in agreement with the findings of Ayashagba (2013) whose study proved that students exposed to the discussion method had a higher interest rating scores in Social Studies than those taught Social Studies using the lecture method. Nwankwo (2016) notes that the lecture method belongs to Teacher-Mediated Instruction (TMI) in which a teacher passes knowledge to learners solely. This method does not encourage team work that reduces boredom and improve interest like the peer-tutoring strategy. Another finding of this study indicated that there was no significant difference in the mean achievement scores of male and female students exposed to the peer-tutoring strategy. Gender as a variable is an important variable in the teaching and learning of Social Studies. This finding is in consonance with the findings of Ishaya (2014), Ayashagba (2013) and Atovigba et al (2016). Ishaya (2014) found in a study that there was no significant effect of gender on students' achievement in Social Studies. Ayashagba (2013) also found in a study that there was no significant difference in the achievement of male and female students in Social Studies. In the same vein, Atovigba et al. (2016) established in a study that there was no significant effect of gender and pupils' achievement in Arithmetic. The implications of these findings along with the findings of the present study proved that using activity-based and problem-solving teaching and learning strategies like peer-tutoring improved the achievement of both male and female students/pupils' achievement since the strategy allowed learners to be actively engaged irrespective of gender, thus bridging gender disparity.

However, the finding of this study is in disagreement with the findings of Adikwu (2018) who found out that there was a significant difference between the performance of female and male students in favour of male students in Geography. Similarly, Ezenwosu and Nworgu (2017) found

in a study that male students performed better than female students in Biology when exposed to peer-tutoring strategy. These findings proved that gender differences still exist in some school subjects. These differences could be as a result of teaching strategy employed by the teacher.

Another finding of this study showed that there was no significant difference in the mean interest rating scores of male and female students in Social Studies. This finding is in agreement with the findings of Ishaya (2014), Ayashagba (2014) and Atovigba et al. (2016). Ishaya (2014) reported that there was no significant difference in the interest rating scores of male and female students exposed to the discussion method in Social Studies. Ayashagba (2014) equally proved in a study that there was no significant difference in the interest rating scores across gender. Similarly, Atovigba et al' study showed that there was no significant effect of attitude to Arithmetic using activity-based approach. These findings had debunked the views of some researchers (Adikwu, 2012; Ezenwosu & Nworgu, 2013) that gender differences existed in achievement and interest in some school subjects.

4.0 Conclusion

This study has established that using peer-tutoring strategy is a practical, activity-based and collaborative effective strategy which a Social Studies teacher can adopt to teach all contents of Social Studies. This is because, peer-tutoring strategy is efficacious, problem-solving skills and learner-centred than the conventional strategy which was passive and teacher-centred. It is also proven in the study that the use of peer-tutoring strategy enhanced interest and achievement in Social Studies. This implies that as students study in groups through tutoring, they were able to construct knowledge and ideas along their own existing knowledge. For instance, as students teach other students, their problem-solving skills are improved. Team spirit was also encouraged. The strategy also fostered development of values amongst students. This was because, peer-tutoring enhance social behavior and skills of the students through interaction and contribution in classroom learning. The study also concluded that peer-tutoring strategies was beneficial to both male and female students.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Since peer-tutoring teaching and learning strategy enhanced interest and achievement in Social Studies, teachers are encouraged to adopt studies, teachers are encouraged to adopt this strategy and other activity-based collaboration strategies in teaching Social Studies at both primary and secondary school levels. This is to make Social Studies teaching and learning more interesting, functional and participatory.
2. Students studying should be encourage to engage in peer-tutoring learning strategy for improve general academic performance.
3. Curriculum planners should modify the Social Studies curriculum to incorporate peer-tutoring strategies to make the study of the subject more purposeful and participatory.
4. Textbook writers should also include peer-tutoring teaching and learning different strategies to arouse interest and enhance achievement in Social Studies.

5. Professional bodies like Social Studies and Civic Education Association of Nigeria (SOCEN) organize seminars and workshops to train and re-train Social Studies teachers on how to employ collaborative strategies like peer-tutoring.
6. The peer-tutoring strategy should be exposed to all students irrespective of gender since both male and female students benefit from the study.

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