

## Effect of Peer Tutoring and Conventional Method of Teaching on Junior Secondary School Social Studies Students

Adanikin Ayobami Foluso<sup>1</sup>, & Omojemite Matthew Damilola<sup>2</sup>

Department of Social Science Education, Faculty of Education, Ekiti State University, Ado-Ekiti, Nigeria, E-mail: [jegeedayobami@gmail.com](mailto:jegeedayobami@gmail.com),

<sup>2</sup>Social Science and Language Education, Faculty of Education,  
University of the Free State, South Africa,

E-mail: [2019515655@ufs4life.ac.za](mailto:2019515655@ufs4life.ac.za) \*

### Abstract

*The present research aims to establish the effect of conventional method and peer tutoring on junior secondary Social Studies students. The research design used in this study was quasi-experimental. The students were selected through a simple random sampling technique which made up the sample for the study and purposive random sampling technique was employed to select JSS 3 Social Studies intact class used. A Social Studies achievement test was used to obtain relevant information used in the study. The collected data were analyzed with descriptive statistics, analysis of variance and analysis of difference of mean at 0.05 level of significance. The results showed that there was a significant difference in the academic performance of students taught Social Studies with peer tutoring method of teaching and those taught with conventional method of teaching. Results also showed that there was significance difference in the post-test mean and the pre-test mean of Social Studies students taught with peer tutoring method of teaching. It was found that peer tutoring is an essential method of teaching that improves the academic performance of Social Studies students than the conventional method of teaching.*

**Keywords:** Peer tutoring, Conventional teaching, Social Studies, Academic performance.

### **Introduction**

Social Studies is a discipline that is connected with human activities in all ramification of life in order to make them live a fulfilled, worthwhile and acceptable life. As a discipline, it is the study of humans, how and where they live, how they form structures, govern themselves, provide for the needs of individuals in relation to their environment and how the environment induces human reactions (Odey, 2019). It is the study of human in relation to their community, society and environment; whereby, knowledge, skills, right attitudes and values are inculcated into individuals in order for them to make a positive change in their environment. According to Odey (2019), Social Studies is a course that gives pupils skills, information, and the ability to build favourable attitudes regarding Nigeria's cultural heritage.

However, despite the significance of the subject and the void it is meant to fill among humans in the society, Nigeria has a country is filled with divers vices such as kidnapping, prostitution, rape, examination malpractices, robbery and other prominent vices that are majorly perpetrated by secondary school students despite the above-average achievement of students in Ekiti State. In this study, it was observed that studying to have average scores by the students is not the challenge but the students' ability to practice the contents of Social Studies inculcated into them by their teachers using conventional method of teaching the subject appears to be the main problem. This is in line with the opinion of Adunola (2011) that, teachers must be familiar with a variety of teaching strategies that will allow them to recognize the magnitude of a learned concept in order to determine the effectiveness of what was taught.

Peer tutoring can simply be defined as an educational approach that employs pairs of high-achieving students to teach a smaller group of high, average, and low-achieving students in a classroom environment under the supervision of a teacher who monitors the class activities for a specific length of time. This strategy can be used during seminar presentations, discussions, collaborative works and community reports. According to Ali, Anwer and Abbas (2015) the uses of peer tutoring are numerous but it is mostly used to referred to students who usually study in pairs in other to assist each other to have a better understanding of different concepts since

learners have various intellectual capability levels to work with when they are together. The advantages of peer-tutoring ranges from the ability of students to share useful information with one-another, exchange of problem-solving strategies which can reflect in positive attitudes of students, better communication skills and simplification of course contents for better understanding.

Peer tutoring can assist teachers deal with issues including limited instructional time, many curricular requirements, and acceptable student social involvement. According to Adeola (2005), the children who get peer tutoring vs those who receive traditional education. Academic benefits have been frequently documented in peer tutoring programmes, according to Falade (2015), students serving as instructors in the capacity of expert have also shown effects. Peer tutoring is often well received by teachers who have introduced it. Peer tutoring can assist teachers deal with issues including limited instructional time, many curricular requirements, and acceptable student social involvement.

The conventional method, also known as lecture method can simply be referred to as a process or situation where the teacher (educator) tends to know everything about a particular content in the learning curriculum and disseminates it to the learners in the classroom (Afurobi, Izuagba, Obiefuna & Ifegbo, 2015). This learning strategy only gives room for the teacher to be the overall custodian of knowledge in a particular field of study without having consideration for the prior knowledge of the learners, thereby making them passive members of the class, who are only to listen and take instructions word for word from the teacher.

The traditional teaching technique i.e. conventional method portrays the instructor as a facilitator of learning activities, a source of information, and a subject matter expert. The instructor should be responsible for all classroom instruction and ensure that all course ideas are comprehended by the pupils. It's also how the instructor keeps control of the class, teaches course material on the chalkboard, explains ideas, asks pupils to copy notes, and ensures that all of the students' attention is focused on the teacher's actions in the classroom (Raja, Qureshi & Albeshir, 2017). Aside from that, the conventional approach emphasises on instilling discipline in kids and encouraging character development. The conventional approach

to teaching was once thought to be a formal teaching style, as it entailed the direct flow of knowledge from instructor to students, or students to teacher, depending on the situation. According to Ojikutu (2005), there is no discernible difference between cooperative and traditional teaching methods. According to Toppings (2005), instructors should continue to play an active part in teaching and learning activities.

According to Abdu-Raheem (2013), many instructors/teachers in Nigerian secondary schools still depend largely on the conventional lecture style while teaching Social Studies. In the lecture method, the teacher uses verbal explanations throughout the lesson and renders the students' passive; students may not contribute to the lesson in any form. All that is expected from them is to memorize their teachers' note for the purpose of passing examinations, thereby; their attitude outside the classroom does not reflect what they were taught. This reason appears to be limiting the display of the expected societal values in the day-to-day activities of Nigerian youths. The goal of traditional education, on the other hand, is to expose all pupils to the same knowledge and develop the same interests (Albanese, 2000).

### **Statement of the Problem**

As observed by the researchers, there appears to be a large discrepancy considering the academic achievement of social studies' students in Nigerian schools and most of their behaviors in the society appear to contradict the expected norms in the society. The researcher is of the opinion that the traditional/lecture method of teaching has not been effective enough to enhance the practice of the expected societal values among Nigerian secondary school students. It appears that this conventional teaching method does not enable them to develop initiatives to identify and provide attempted solutions to different societal problems cropping up around them. It is based on this backdrop that the researchers deem it fit to explore this problem. The main research question of the study is: Is there a difference in the academic performance of students taught Social Studies with peer tutoring, conventional and control group?

### **Research hypotheses**

1. There is no significant difference in the academic performance of students taught Social Studies with peer tutoring and conventional

2. There is no significant difference in the pre-test and post-test mean score of students taught with peer tutoring teaching method.

Methodology

The researchers used quasi – experimental research design, by employing the non-randomize pretest-posttest control group. The classes used were intact classes and for the fact that the school authorities may not permit disruption of classes for the sake of research.

Below is the design used:

Group	Posttest	Pretest	Treatment
E <sub>1</sub>		O <sub>1</sub>	X <sub>1</sub>
	O <sub>2</sub>		
E <sub>2</sub>		O <sub>3</sub>	X <sub>2</sub>
	O <sub>4</sub>		

Where:

E = Experimental

X<sub>1</sub> = Treatment (peer tutoring)

X<sub>2</sub> = conventional teaching method

The sample size for this study was JSS III intact class of 120 Social Studies students selected by using simple random sampling technique. These students were selected from a secondary school in Ado local government area of Ekiti State. Purposive random sampling technique was employed to select the class used. The school formed the intact class with a total sample size of 120 JSS III Social Studies students, such that the students used for conventional method are 40 students, treatment class also entailed 40students and Controlled class also consist of 40 students. The two experimental groups were taught by the regular Social Studies teacher using peer tutoring method of teaching and conventional method while the control group was the general idea of students towards the identified concept without any intervention. A Social Studies Achievement Test (SSAT) comprises of 15 items was prepared and administered by the researcher on the selected sample.

## Results

### Descriptive Analysis

#### Main Research Question

Is there difference in the academic performance of Social Studies students taught with peer tutoring, conventional and control group?

**Table 1**

*Descriptive Analysis of the difference in the academic performance of students Social Studies taught with Peer Tutoring Method and Conventional Method*

Variation	N	Mean	Std. Deviation
Conventional	40	11.05	3.796
Peer	40	12.10	1.582

Table 1 shows that the mean and standard deviation of conventional method and peer tutoring group to be 11.05; 3.796 and 12.10; 1.582 respectively. The mean is apparently higher in peer tutoring than conventional.

### Hypotheses Testing

#### Hypothesis 1

There is no significant difference in the academic performance of students taught Social Studies with peer tutoring and conventional method.

**Table 2**

*t-test showing the difference in the academic performance of students taught Social Studies with peer tutoring and conventional method*

Variation	N	Mean	S.D	df	t <sub>cal</sub>	t <sub>tab</sub>
Conventional	40	11.05	3.796	78	1.615	1.960
Peer	40	12.10	1.582			

Table 2 showed that the t<sub>cal</sub> (1.615) is not significant at 0.05 level of significance, hence the null hypothesis that states there is no significant

difference in the academic performance of students taught Social Studies with peer tutoring and conventional method is not rejected. This implies that there was no significant difference in the academic performance of students taught Social Studies with peer tutoring method of teaching and those taught with conventional method of teaching.

### Hypothesis 2

There is no significant difference in the mean academic performance between the pre-test and post-test of students taught with peer tutoring teaching method.

**Table 3**

*t-test showing the difference of mean in the academic performance between the pre-test and post-test of students taught with peer tutoring teaching method*

Variation	N	Mean	S.D	df	t <sub>cal</sub>	t <sub>tab</sub>
Posttest	40	12.1750	1.50021	39	51.327	2.021
Pretest	40	10.3250	2.86793			

Table 3 showed that the t<sub>cal</sub> of 51.327 is significant at 0.05 level of significance, hence the null hypothesis that states there is no significant difference in the mean academic performance between the pre-test and post-test of students taught with peer tutoring teaching method is not accepted. This implies that there was a significant difference in the mean academic performance between the pre-test and post-test of students taught with peer tutoring method of teaching.

### Results

The results of hypothesis one revealed a substantial difference in academic achievement between pupils taught Social Studies using the peer tutoring approach and those taught using the traditional method. This is consistent with Topping's (2005) findings, which found that peer tutoring improves academic attainment for all members of the group. However, the findings of this study contradict those of Brewer, Reid, and Rhine (2003), who claimed that one-on-one training is extremely successful for students with a variety of requirements, needs, desires and aspirations. The findings of

hypothesis two showed that the mean achievement of post-test group students was higher than that of pre-test group. This means that post-test group had a superior mean achievement score compared to pre-test group exposed to peer tutoring teaching methods. This was further confirmed by the test of hypothesis two which showed that there was a significant difference in mean performance between the pre-test and post-test of students taught with peer tutoring teaching method. This is in line with the findings of Adeola (2005) who reported that post-test group mean achievement score is higher than the pre-test group mean achievement score that is exposed to peer tutoring method of instruction.

### **Conclusion and Recommendation**

This study has shown that there was a significant effect of peer tutoring teaching method in Social Studies. It is therefore concluded that peer tutoring teaching method is an essential method of teaching that will enable the junior secondary schools students in Nigeria to have a better understanding Social Studies contents and the expected societal values required to be manifested from individuals and also improve the academic achievement of Social Studies students than the traditional/lecture method of teaching.

Hinging on the facts in the findings of this study, the implication therefore is that peer tutoring should be incorporated and encouraged into classroom teaching because it enables the learners to be able to teach themselves, assimilate and comprehend in a language they understand and that learners won't be shy to open-up to one another because the method of peer tutoring involves all members of the group/section which in turn makes them actively involved in the activities and procedures of teaching and learning thereby discouraging the passiveness of learners in the whole teaching/learning process, since Social Studies deals with the daily issues, activities and dealings carried out, involved in and encountered by human beings in the society at large and individually as learners who find themselves in the community and are also active participants/members of the larger society working towards the development of the society through their actions and inactions, the method can improve the performance of Social Studies Students and encourages the display of positive attitudes, ethics, values, norms and character among Nigerian youths which are the



bulk of learners being involved in the activities and procedures of impartation of knowledge (teaching) and its acquisition (learning) in schools and also the major actors of the study.

### References

- Abdu- Raheem (2013). Comparative impacts of discussion and problem-solving methods on secondary school student's achievement and retention in Social Studies, in Ekiti State, Nigeria. *Nigeria Journal of Social Studies*. 16(2), 238-252.
- Adunola, O. (2011). The impact of teachers' teaching methods on the academic performance of primary school pupils in Ijebu-Ode Local Government Area of Ogun State. Ego Booster Books, Ogun State, Nigeria.
- Afurobi, A, Izuagba, A, Obiefuna, C & Ifegbo, P 2015, 'Effects of the use of lecture method and worlde on the performance of students taught curriculum studies, *Journal of Education and Practice*, 6(18), 142-149.
- Ali, N.; Anwer, M & Abbas, J. (2015). Impact of peer tutoring on learning of students. *Journal of Studies in Management and Planning*. 1(2), 61-66.
- Dhandhanania, T. (2016). The importance of Social Studies in the school curriculum. *The Progressive Teacher*.
- Falade, C. A. (2015). Effect of peer tutoring method of teaching in large class size on academic performance of students in Business Studies in Ekiti State. Unpublished M. Ed. Project, Department of Vocational and Technical Education, University of Benin, Benin City.
- Odey, M.O. (2019). Socio-cultural practices and upper basic school students' academic performance in Social Studies in Cross River State Nigeria. Unpublished Ph.D Thesis.
- Ojikutu, R. A. (2005). Effect of team-teaching on the academic achievement of students in introductory technology. Unpublished M.Ed project, Department of Vocational and Technical Education, University of Benin, Benin City.
- Mezieobi, K.A., Fubara, V.R. & Mezieobi, S.A. (2013). Social Studies in Nigeria. Teaching methods. Instructional materials and resources. Owerri: Academics publisher.

- Topping, K. J. (2005). Trends in peer learning. *Educational Psychology*. 25 (6), 631-645.
- Raja, MSH, Qureshi, ASAR & Albeshier, KB 2017 ‘Application of Cooperative Learning Strategies (CLS) for Students’ Focused Teaching (SFT) in EFL Class: an experimental study in the summer remedial course for adult learners, *Journal of Language Teaching and Research*, 8(2), 237-251
- Ryan, J. B., Reid, R., & Epstein, M. H. (2004). Peer-mediated intervention studies on academic achievement for students with EBD: A review, remedial and special education. 25(6), 330-341. Retrieved from <http://nicchcy.org>