

# **The Effect of Peer Tutoring on Male and Female Senior Secondary School Students' Academic Performance in English Grammar in Uruan LGA of Akwa Ibom State.**

**Okon Angela Raymond**

Curriculum Studies and Instructional Technology  
Ignatius Ajuru University of Education  
Rivers State, Nigeria  
[firsthoprisingschools@gmail.com](mailto:firsthoprisingschools@gmail.com)

**Ngwu, Martina Nnenna, PhD**

Curriculum Studies and Educational Technology,  
University Of Port Harcourt  
Rivers State, Nigeria  
[nnenna159@gmail.com](mailto:nnenna159@gmail.com)

DOI: [10.56201/ijelcs.vol.10.no3.2025.pg1.8](https://doi.org/10.56201/ijelcs.vol.10.no3.2025.pg1.8)

---

## **Abstract**

*This study investigated the effect of Peer Tutoring on male and female senior secondary school students' academic performance in Grammar in Uruan LGA of Akwa Ibom State. The population of the study was sixteen thousand and forty-one students while two thousand, three hundred and eighty students comprised the sample size. The study formulated two objectives, two research questions and two hypotheses. The instrument of the study was 30 items self-structured questionnaire tagged Academic Performance of Students in Grammar Questionnaire. The study adopted quasi experimental research design. To achieve the objectives of the study, t-test was employed to answer the research questions while the analysis of covariance was used to test the null hypotheses at 0.05 level of significance. Result of the study indicated that there was no significant difference in the mean scores of male and female students with regard to the performance of the students Grammar using the peer tutoring strategy. The study recommends amongst others that teachers should be encouraged to adopt different learning strategies including peer tutoring to enhance male and female students' performance. Also, school administrators should mandate teachers in the transition classes to adopt peer tutoring strategy in a mixed school.*

**KEYWORDS:** *Peer tutoring, academic performance, senior secondary, and English Grammar.*

---

## **INTRODUCTION**

A major goal of Nigerian education is to develop young quality men and women with rich knowledge, acceptable moral virtues and critical thinking minds who will help to move the nation forward. For this reason, students are groomed to acquire the right knowledge and experience they would need in their environment. Certainly, a country's real power is measured using the standard of education provided for its citizens as a more educated populace implies more prosperity for a nation. There is no nation in the world that can thrive without education; as it is the springboard for national development and sustainability, which is realizable when a carefully packaged and

educational programme is made available to the youths. Through education, the moral, intellectual, social and spiritual development of students are fulfilled. As an instrument of change and stability, education helps people in acquiring and developing essential and dependable knowledge, skills and abilities, needed for worthy membership and sustenance of the human society.

This shows that a child who is denied good education has been denied both the knowledge he would have got in the classroom and other benefits such as developing his full potentials (Akinsanya, 2016). The gains of education lay claim to the attention it has in the nation's National Nigeria Policy on Education (2014) which makes it compulsory from primary to secondary schools for both male and female students. Similarly, every child shall have the right to education and should be channeled toward the development of their personality, talents, physical and mental abilities, among others to their full potential. In attaining the education potentials of students thus, they are exposed to different subjects that will help them ultimately in choosing their right path; one of which is the use of English Language.

The English language is an official language in Nigeria which is used for day-to-day transactions, administration, conducting businesses, religion, education, health, etc. The language is made mandatory in all Nigerian secondary schools. It is both a compulsory subject and the language of instruction at the secondary school level in Nigeria, thus, it is essential that teachers come up with innovations and platforms that can improve English language teaching and learning outcomes. Among the areas of concentration in English language is the Use of Grammar.

Grammar connotes rules guiding (or features of) a language (e.g. English Language) in terms of sounds (phonology) system of word formation (morphology), patterns of word arrangement (syntax) and meaning of words (semantics) among others. Such rules are stipulated to guide sounds, words, sentences and other elements including their combination and interpretation (Britannica, 2021). A school of thought believes that grammar only refers to the study of sentence and word structure (syntax and morphology), excluding vocabulary and pronunciation; just as another school of thought claims that the systematic description of the features of a language is also regarded as grammar (Duze & Ogbah, 2013; Hannon, 2014). Thus, depending on the user's approach, grammar can be prescriptive (that is, provides rules for correct usage); descriptive (that is, describes the way a language is used) or generative (that is, gives instructions for the creation of an infinite number of sentences in a language among others. It is clear however, that both the traditional and contemporary linguists/grammarians focus more on morphology and syntax aspects of the subject.

Peer Tutoring (PT) is a teaching approach where peers of students in a classroom are trained to provide necessary tutoring in educational, behavioural and social concerns (McGurre, 2017). In PT, peers may mediate by modelling appropriate behaviour themselves (i.e. acting as teachers), by using prompt procedures to elicit appropriate behaviours / educational ideas as well as reinforcing them when they occur. The peer tutors are chosen from the target students' classrooms, trained to mediate and closely observed by the subject teacher. This instructional approach brings out the positive potential in students and makes it possible to accelerate learning in classrooms.

According to Nnamani (2014), peer tutoring takes place when small groups are engineered to share responsibility, authority and learning outcomes. It helps to promote interdependence among peer members, active participation, interactive dialogue and co-creation of academic products. These are achieved as the paired students (peers) attempt to defend their original position, reframe ideas, listen to others' viewpoints and articulate their points; which helps them to gain better understanding of the content(s) as a group than they would have as individuals.

Peer tutoring (PT) involves training neuro-typical peer(s) to model and reinforce pre-determined academic or social behaviours (Krebs et al, 2010). PT is an approach in education where peers of the target students are trained to provide necessary tutoring in educational, behaviour and/or social concerns. In PT, peers may mediate by modeling appropriate behaviour themselves, using prompt procedures to elicit appropriate behaviour from the target students and reinforcing appropriate behaviour when it occurs. The peer tutors are chosen from the target students' classrooms, trained to mediate and closely observed during mediation (Chan et al, 2009).

Peer tutoring is also seen as a strategy for teaching and classroom management that enlists the assistance of student leadership. This method applies the power of peer pressure to help students perform better in school (McGurre, 2017). It can help them to develop healthy interpersonal relations, improve their study skills as well as their academic performance. Teachers benefit from the support of the student volunteers and schools themselves benefit from the culture of collaboration that is created with the student body. Students may work in cooperative learning teams to boost collaboration and social interaction among the team members. They may equally work in same age or mixed age dyads for tutoring in academic and social skills. Though, PT assumes a variety of forms and is applied by teachers of different disciplinary backgrounds and teaching traditions, the field is connected by a number of vital assumptions about learners and the learning process. Such assumptions according to Rizve (2012) include

- i) **Learning is an active, constructive process:** To learn new information, ideas or skills, students have to work actively with previous or present knowledge in meaningful ways. They need to integrate this new material with what they already know-or use it to reorganize what they thought they knew. In PT situations, students are not simply taking in new information or ideas. They are creating something new with the information and ideas they already have or are presented before them. These acts of intellectual processing- of constructing meaning or creating something new-are critical to learning.
- ii) **Learning depends on rich contexts:** Research studies demonstrate that learning is fundamentally influenced by the context and activity in which it is embedded. PT activities immerse students in challenging tasks or questions. Rather than starting with facts and ideas and then moving to applications, PT activities frequently commence with problems, for which students must marshal pertinent facts and ideas. Instead of being distant observers of questions and answers or problems and solutions, students become immediate practitioners. Rich contexts challenge students to practice and develop higher order reasoning as well as problem-solving skills (Hoi & Kelvin, 2010).
- iii) **Learning is inherently social** PT has as its main feature a structure that enables for student talk; hence, students are supposed to talk with each other; and it is through this talking that much of the learning occurs (Hannon, 2014). Also, PT elicits intellectual synergy of many minds coming to bear on a problem and the social stimulation of mutual engagement in a common endeavour. This mutual exploration, meaning-making, and feedback in many instances, facilitates better understanding on the part of students and to the creation of new understandings for everyone.
- iv) **Learners are diverse** Students bring diverse perspectives to the classroom due to different backgrounds, learning styles, experiences and aspirations. Teachers can no longer assume a one-size-fits- all approach. When students work together on their learning in class, teachers get a direct and immediate sense of how they are learning and what experiences and ideas they bring

to their work. The diverse perspectives that appear in PT activities are clarifying both for the teachers and students.

### **Statement of the Problem**

A major problem facing education sector in Uruan Local Government Area of Akwa Ibom State is the low level of performance of secondary school students in both internal and external examinations. Grammar is one of the areas students are not really doing well both in their internal and external examinations (Fieldman & Mandel, 2011). This has become a serious concern for educators, researchers, and other education stakeholders in the study area. Some have claimed that students are underperforming as a result of the use of improper teaching methods, limited or inadequate and sometimes absence of teaching aids for instructional delivery. There is need therefore, to implement peer tutoring as a teaching method in a bid to promote the teaching of Grammar among students in the study area. This will help them both in their language usage and examinations. The study thus, attempts to examine empirically, the effect of Peer Tutoring on Male and Female Senior Secondary School Students' Academic Performance in Grammar in Uruan LGA of Akwa Ibom State.

### **Aim and Objectives of the Study**

The aim of the study is to carefully appraise peer tutoring and the academic performance of male and female senior secondary school students in Grammar in Uruan Local Government Area in Akwa Ibom State. Specifically, the study sought to

1. determine the difference in the mean scores of male and female senior secondary school students taught Grammar using the peer tutoring (experimental) group in Uruan Local Government Area of Akwa Ibom State,
2. evaluate the difference in the mean scores of male and female senior secondary school students taught Grammar using the control group in Uruan Local Government Area of Akwa Ibom State.

### **Research questions**

- (1) What is the difference in the mean scores of male and female senior secondary school students taught Grammar using the peer tutoring (experimental) group in Uruan Local Government Area of Akwa Ibom State?
- (2) What is the difference in the mean scores of male and female senior secondary school students taught Grammar using the control group in Uruan Local Government Area of Akwa Ibom State?

### **Hypotheses**

- H<sub>01</sub> There is no significant difference between the mean scores of male and female senior secondary school students taught Grammar using the peer tutoring (experimental) and control group in Uruan Local Government Area of Akwa Ibom State.
- H<sub>02</sub> The mean scores of male and female senior secondary school students taught Grammar using the control group in Uruan Local Government Area of Akwa Ibom State do not differ significantly.

**Methodology:** The quasi-experimental design was employed in this study. It estimates the causal impact of an intervention on a target population without random assignment and aims to establish

a cause and effect relationship between the dependent and independent variables. The population of this study comprised all the students in the ten (10) secondary schools in Uruan Local Government Area in Akwa Ibom State which consists of sixteen thousand and forty-one (16,041) enrolled in 2020/2021 academic session. The sample size of this study was 2,380 senior secondary school students (1,056 males and 1,324 females) selected using stratified sampling technique. The instrument of the study was 30 items self-structured questionnaire tagged Academic Performance of Students in Grammar Questionnaire (APSGQ). The instrument was validated with reliability index of 0.81 which was determined using Guttman Split-half Coefficient. The research questions were analyzed with t-test statistics while the hypotheses were analyzed using analysis of covariance (ANCOVA) at 0.05 level of significance.

## Results and analysis

**Research Question One:** What is the difference in the mean scores of male and female senior secondary school students taught Grammar in the peer tutoring (experimental) group?

**Table 1 Summary of analysis of t-test on the difference in the mean scores of male and female senior secondary school students taught Grammar in the peer tutoring (experimental) group.**

Academic Performance	N	$\bar{X}$	Std	t-value	Df	p-value	Decision
Male students	1,056	3.6000	.54772	.539	2,378	.597	Accepted
Female students	1,324	3.7333	.45774	.490		.641	

Source Authors Computation from SPSS, 23

Data on table 1 show the summary of the analysis of t-test on the difference between the mean scores of male and female senior secondary school students taught Grammar in the peer tutoring (experimental) group. The analysis presented in the table showed the t-value of .539 at 2,378 degree of freedom with a p-value of .597 which indicates that the respondents agree in their mean score (opinion) on the difference of senior secondary school students taught English Grammar using the peer tutoring strategy. This implies that there is no difference between male and female students taught Grammar using peer tutoring strategy.

**Research Question Two:** What is the difference in the mean scores of male and female senior secondary school students taught Grammar in the control group?

**Table 2 Summary of analysis of t-test on the difference in the mean scores of male and female students taught Grammar in the control group.**

Peer Tutoring Strategy	N	$\bar{X}$	Std	t-value	Df	p-value	Decision
Male students	1,056	3.6667	.49237	.182	2,378	.858	Accepted
Female students	1,324	3.6250	.51755	.180		.860	

Source Authors Computation from SPSS, 23

Data on table 2 show the summary of the analysis of t-test on the difference between male and female senior secondary school students taught Grammar in the control group. The analysis presented in the table showed the t-value of .182 at 2,378 degree of freedom with a p-value of .858 indicating that the respondents agree in their mean score (opinion) on the difference of male and



female students taught Grammar using the discussion method. This implies that there is no difference between male and female students taught Grammar using discussion method.

**Hypothesis One:** There is no significance difference in the mean scores of male and female senior secondary school students taught Grammar using the peer tutoring (experimental) group.

**Table 3 Result of Analysis of Covariance on the difference between male and female secondary school students taught Grammar using the peer tutoring (experimental) group.**

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2.911 <sup>a</sup>	3	.970	1.919	.000
Intercept	166.424	1	166.424	329.191	.000
Peer	.225	1	.225	.446	.514
Error	8.089	5416	.506		
Total	256.000	5419			
Corrected Total	11.000	5418			

a. R Squared = .465 (Adjusted R Squared = .427)

The analysis covariance (ANCOVA) analysis as depicted in table 3 revealed that there is no significant difference in the performance of male and female senior secondary school students taught Grammar using peer tutoring strategy (1, 5416) = .446, with a p-value of .514. Therefore, the hypothesis was accepted. This implies that both male and female senior secondary school students taught using peer tutoring strategy had a similar mean score (3.6000).

**Hypothesis Two:** There is no significance difference in the mean scores of male and female senior secondary school students taught Grammar using the control group.

**Table 4 Result of Analysis of Covariance on the difference between male and female senior secondary school students taught Grammar using the control group.**

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	655 <sup>a</sup>	3	.218	.338	.004
Intercept	213.219	1	213.219	329.766	.000
Discussion group	.446	1	.446	.690	.002
Gender	.099	1	.099	.153	.700
Discussion * Gender	.019	1	.019	.030	.865
Error	10.345	5415	.647		
Total	256.000	5419			
Corrected Total	11.000	5418			

a. R Squared = .460 (Adjusted R Squared = .417)

b.

The result of covariance (ANCOVA) analysis in table 4 above reported that there was no significant difference in the performance of male and female senior secondary school students taught Grammar using discussion method. F (1, 5415) with a p-value of .700 and .865. Based on the decision rule the null hypothesis was accepted. This means that there is no significant

difference in the performance of male and female students taught with discussion method since they have a similar mean score.

### **Discussion of Findings**

#### **Academic Performance of Male and Female Students Using Peer Tutoring Strategy.**

The findings on the difference in the mean scores of senior secondary school students taught Grammar in the peer tutoring (experimental) group. The hypothesis was tested using analysis of covariance (ANCOVA), at 0.05 level of significance. The ANCOVA result showed that there was no significant difference between scores of the male and female senior secondary school students taught Grammar in the peer tutoring (experimental) group.

#### **Academic Performance of Male and Female Students Taught Discussion Method.**

The findings on the difference in the mean scores of senior secondary school students taught Grammar in the control group. The hypothesis was tested using analysis of covariance (ANCOVA), at 0.05 level of significance. The ANCOVA result revealed that there was no significant difference in the mean scores of male and female students taught Grammar in the control group.

### **Conclusion**

Peer Tutoring (PT) is still a novel concept in most secondary schools in Uruan Local Government Area of Akwa Ibom State in spite of its enormous benefits to the school and students in particular. This is why it has not been fully utilized in our secondary schools up till now. However, in view of its benefits, both the state government and school administrators will do well to introduce it in our secondary schools. It should go beyond the senior secondary to all the levels of secondary education.

### **Recommendations**

From the foregoing findings, the following recommendations were made

1. Teachers should be encouraged to adopt different learning strategies to enhance male and students' performance especially peer tutoring.
2. School administrators should mandate teachers in the transition class to adopt peer tutoring strategy in a mixed school.

## References

- Akinsolu, A. O. (2010). Teachers and students' academic performance in Nigeria secondary schools Implications for planning. *Florida Journal of Education Administration & Policy Summer* 2010, 3 (2), 86 – 103.
- Britaninica (2022). Grammar. [www.britaninica.com](http://www.britaninica.com)
- Chan, J. M., Lang, R., Rispoli, M., O'., Reilly, M., Sigafoos, J. & Cole, H. (2009). Use of peer-mediated interventions in the treatment of autism spectrum disorders A systematic review. *Research in Autism Spectrum Disorders*, 3, 876-889.
- Duze. O., & Ogbah, R. (2013). Retaining and developing quality teachers: Critical issues for administrators in Nigeria secondary schools. *Journal of Sociological Research*, 4 (1), 145-161.
- Fieldman, B. A. & Mandel, R. G. (2011). Motivation predictors of college student academic performance and retention. *Journal of College Student Retention. Research Theory and Practice*. 13(1), 1-5.
- Hannon, B. A. M. (2014). Predicting college success: The relative contributions of five social/personality factors, five cognitive/learning factors and student achievement test scores. *Journal of Education and Training Studies*. 2(4), 46-58.
- Hoi, K. N. & Kelvin, D. (2010). The impact of supplemental instruction on learning competence and academic performance. *Studies in Higher Education*, 35(8), 921-939.
- Krebs, M.L., McDaniel, D.M. & Neeley, R.A. (2010). The effects of peer training on the social interactions of children with autism spectrum disorder. *Education* 131-393.
- McGurre, D. (2017). Peer-mediated instruction and behaviour management. <http://study.com/academy/lesson/peer-mediated-instruction-behaviour-managment.html>.
- Nnamani, A. P. (2014). Effect of reciprocal peer tutoring strategy on computer students' achievement in expository essay writing Implication for school counselling. From <http://www.ripublication.com>.
- National Policy on Education (2014) (6<sup>th</sup> ed.). Lagos state: NERDC Press
- Rizve, R. (2012). The effect of peer tutoring on student achievement in the subject of English at secondary level in the light of Vygotsky's theory. From [www.info.org](http://www.info.org).