

UNIJERPS
Unizik Journal of Educational Research and Policy Studies Vol.3;
https://unijerps.org
2021 Impact Factor: 5.641; 2020 Impact Factor: 5.355.
January-June, 2021
Indexing and Impact Factor URL: http://sjifactor.com/passport.php?id=21363

ACADEMICJOURNALS
expand your knowledge
http://www.academicjournals.org

.

EFFECT OF PEER TUTORING ON THE READING ACHIEVEMENT OF PRIMARY SCHOOL PUPILS IN AWKA SOUTH LOCAL GOVERNMENT AREA OF ANAMBRA STATE

By

Okika Chinyere Love
Department of Early Childhood and Primary Education
Nnamdi Azikiwe University Awka, Anambra State, Nigeria
cl.okika@unizik.edu.ng

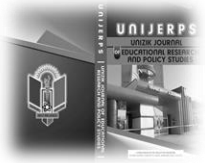
Prof. Ada N. Anyamene
Department of Guidance and Counselling
Nnamdi Azikiwe University Awka, Anambra State, Nigeria
an.anyamene@unizik.edu.ng

Prof. Faith E. Anyachebelu
Department of Early Childhood and Primary Education
Nnamdi Azikiwe University Awka, Anambra State, Nigeria
fe.anyachebelu@unizik.edu.ng

Abstract

This study investigated the effect of peer tutoring teaching on the reading achievement of primary school pupils in Awka South Local Government Area of Anambra State. One research question and one null hypothesis guided the study. The study adopted a quasi-experimental design specifically the pretest posttest non randomized control group design. The population of the study consists of all the 5,519 public primary school pupils in the 44 public primary schools in Awka South LGA. Simple random sampling techniques was used to sample the intact classes. A sample of 124 primary five pupils was used for this study. The sample was selected from two public primary schools randomly obtained or drawn from the 44 public primary schools in the Awka South Local Government Area. The internal consistency reliability of the reading achievement test was determined using the Kuder-

UNIJERPS



UNIJERPS
Unizik Journal of Educational Research and Policy Studies Vol.3;
https://unijerps.org
2021 Impact Factor: 5.641; 2020 Impact Factor: 5.355.
January-June, 2021
Indexing and Impact Factor URL: http://sjifactor.com/passport.php?id=21363

ACADEMICJOURNALS
expand your knowledge
http://www.academicjournals.org

Richardson formula 20 (KR-20). The coefficient of interval consistency was found to be 0.89. Pupils Reading Comprehension Achievement Test (PRCAT) was used as an instrument for data collection. Data collected were analyzed using mean and standard deviation to answer the research question and Analysis of Covariance (ANCOVA) was used to test hypothesis. The findings revealed that the female pupils in the peer tutoring group had a marginal higher mean score than male pupils. It was recommended that teachers should take cognize of the male pupils and encourage them to sit up and read consistently.
Keywords: Peer tutoring, Reading, Achievement

Introduction

Reading is one of the most vital of the four main language skills namely listening, speaking, reading and writing. Reading takes central position in learning because every learner young or old needs reading skills to acquire knowledge and learn new information. Reading to Lasisi (2007) is a complex cognitive process of decoding symbols for the intention of deriving meaning and/ or constructing meaning. Reading involves a lot of cognitive processing to make meaning out of a text without which learning will not take place. In this context, reading is an aspect of the four language skills which helps readers to acquire knowledge and learn new information. The goal of reading especially at the primary school level, is that each child should be functionally literate, being able to communicate effectively even when the child's academic pursuit terminates at the primary level. The ability to function and communicate effectively depends on personal and interpersonal relationship. Leal Johnson, Joth,and Chin-Cheng (2004) view reading as building a community within the classroom. Leal at al believed that sharing reading in many different ways with pupils, and setting aside time for pupils to read in class cause literacy growth and build positive attitudes towards reading.

Reading skills could be encouraged in primary schools through various activities such as literature circle, peer tutoring , use of library, list of books to be read and summarized every term among others. These activities build a strong foundation for reading at the primary level. In practice, the aforementioned activities are not in place in primary schools. This is essentially the reason most primary school pupils upon graduation do not have basic literacy skills.

UNIJERPS

For instance, Ofondu and Lawal (2011) reported that reading strategies are not taught much in the primary schools; therefore it is difficult for pupils to apply those strategies to improve their reading abilities. In order for pupils to be literate, being able to read, write and become active learner in the classroom, they should be taught reading using cooperative learning which is a very important principle of learning. Adhami and Amir (2014) stated that cooperative learning is a teaching strategy in which small group, each with pupils of different levels of ability uses a variety of literature activities to improve their reading skill. Kazemi (2012) also posited that using new strategies especially the cooperative learning strategies which are embedded in literature activities in teaching reading might improve reading skills. Whittingham (2014) described cooperative learning as one which enables learners to work collaboratively. He further maintained that one of the methods of cooperative learning is peer tutoring.

According to Hott and Walker(2012), peer tutoring is a flexible, peer-mediated strategy that involves pupils serving as academic tutors and tutees. Adeola (2004) posits that PT is a personalized system of instruction which is learner rather than teacher-oriented.. According to Longareth, Godinho, Parr, and Wilson (2009) peer-tutoring enhances motivation, improved cognition, and social outcomes in learning, increased sense of responsibility for one's own learning and improved meta-cognitive skills.According to Spencer (2006) and Vasquez and Slocum (2012), the advantages of Peer Tutoring are that it is a widely-researched practice across ages, grade levels, and subject areas; the intervention allows pupils to receive one-on-one assistance; pupils have increased opportunities to respond in smaller groups; promotes academic and social development for both the tutor and tutee; pupils engagement and time on task increases; increases self-confidence and self-efficacy of pupils.

Another area that has been of interest to researchers is the issue of gender on reading achievement of pupils. The level of attainment in the desired knowledge and skills in literature activities by pupils determines the scores they attains and this can be based on gender. Fakeye (2008) posited that there is a variation in the reading attitude of male and female pupils but that the variation is not significant. Ezenwosu and Nworgu (2013) carried out a work on the efficacy of peer tutoring and gender on students achievement in biology in secondary schools. Their findings revealed that

male students slightly performed better than the female students. According to Arellano (2012), female pupils have a higher achievement in literary reading, girls affirmed that they spend more time reading books and magazines than boys. Evidently, females perform better than males in reading and this fact is probably widespread. Pupils' gender may have effect on academic performance not withstanding that the FRN (2013) provided for equal educational opportunities for all citizens both male and female. Following these inconsistencies, this work seeks to contribute to resolving this controversy on gender as it affects pupil's reading achievement. This study therefore examines the effect of peer tutoring on the reading achievement of primary school pupils in Awka South Local Government Area .

Research Question

The following research question guided the study

1. The posttest mean achievement scores of male and female pupils taught reading comprehension with peer tutoring technique.

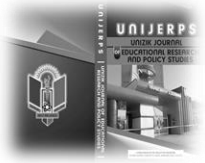
Hypothesis

This null hypothesis was tested at 0,05 level of significance

1. Whether significance of difference exists in the mean achievement scores of male and female pupils taught reading comprehension with peer tutoring.

Method

This study investigated the effect of peer tutoring on the reading achievement of primary school pupils in Awka South Local Government Area of Anambra State. One research question and one null hypothesis guided the study. The study adopted a quasi-experimental design specifically the pretest posttest non randomized control group design. The population of the study consists of all the 5,519 public primary school pupils in the 44 public primary schools in Awka South LGA. Simple random sampling techniques was used to sample the intact classes. A sample of 124 primary five pupils was used for this study. The sample was selected from two public primary schools randomly obtained or drawn from the 44 public primary schools in the Awka South Local Government Area.



UNIJERPS
Unizik Journal of Educational Research and Policy Studies Vol.3;
https://unijerps.org
2021 Impact Factor: 5.641; 2020 Impact Factor: 5.355.
January-June, 2021
Indexing and Impact Factor URL: http://sjifactor.com/passport.php?id=21363

ACADEMICJOURNALS
expand your knowledge
http://www.academicjournals.org

The internal consistency reliability of the reading achievement test was determined using the Kuder- Richardson formula 20 (KR -20). The coefficient of interval consistency was found to be 0.89. Pupils Reading Comprehension Achievement Test (PRCAT) was used as an instrument for data collection. Data collected were analyzed using mean and standard deviation to answer research question and Analysis of Covariance (ANCOVA) was used to test hypothesis. To test the hypothesis, the researchers used Analysis of Covariance (ANCOVA) to determine the mean scores of the pupils during pre-test and the post-test. ANCOVA was used in order to take care of the initial differences between the two groups. In this case, the pretest scores was used as covariate measures on the posttest scores. To determine whether hypothesis test is significant, P value was used. Where P value is equal to or more than the significance level or alpha level of .05, the null hypothesis was upheld (Was not significant) but whenever P value is less than the alpha or significance level, the null hypothesis was rejected.

Results

Research Question 1: What are the posttest mean achievement scores of male and female pupils taught reading comprehension with peer tutoring technique?

Table 1: ***Mean and Standard Deviation for Posttest Mean Scores of Male and Female Pupils in the Peer Tutoring Group***

Gender	Peer Tutoring Class		
	No	Posttest Mean Score	SD
Male	29	69.31	9.14
Female	35	69.77	8.77

Table 1 above shows the mean and standard deviation of posttest mean scores of male and female pupils in peer tutoring group. The mean scores indicated that the female pupils in the peer tutoring group had a marginal higher mean score than male students. This shows that the female pupils did better than male pupils in the peer tutoring group.

UNIJERPS
Unizik Journal of Educational Research and Policy Studies Vol.3;
https://unijerps.org
2021 Impact Factor: 5.641; 2020 Impact Factor: 5.355.
January-June, 2021
Indexing and Impact Factor URL: http://sjifactor.com/passport.php?id=21363

ACADEMICJOURNALS
expand your knowledge
http://www.academicjournals.org

Hypothesis one:There is no significant difference between the mean achievement scores of male and female pupils taught reading comprehension using peer tutoring technique.

Table 2: ***ANCOVA for Differences in Academic Achievement of Male and Female Pupils taught with Peer Tutoring Technique***

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	385.732[a]	2	192.866	2.574	.084	.078
Intercept	13907.301	1	13907.301	185.633	.000	.753
Pretest	382.360	1	382.360	5.104	.027	.077
Gender	6.187	1	6.187	.083	.775	.001
Error	4570.018	61	74.918			
Total	314648.000	64				
Corrected Total	4955.750	63				

a. R Squared = .078 (Adjusted R Squared = .048)

Table 2 above shows that there is no significant main effect of treatment in the posttest achievement mean scores of male and female pupils in the peer tutoring group $F(1, 61) = . .083$, $p > 0.05$. This means that there was no significant difference in the achievement mean scores of male and female pupils in the peer tutoring group. Therefore, the hypothesis that there is no significant mean difference in the achievement mean scores of male and female pupils in peer tutoring group is not rejected.

Discussion of Findings

Findings in research question one revealed that there was no significant difference between the reading achievement of male and female pupils taught reading with peer tutoring. The mean scores indicated that the female pupils in the peer tutoring group had a marginal higher mean score than male students. This shows that the female pupils did better than male pupils in the peer tutoring group.

The Findings is in agreement with the work of Arellano (2012) who posits that girls have a higher reading achievement than their male partners. . Female pupils have a higher achievement in literary reading, girls affirmed that they spend more time reading books and magazines than boys. Evidently, females perform better than males in reading and this fact is widespread and significant. The findings of this study is in contradiction with the findings of Ezenwosu and Nworgu (2013) who carried out a work on the efficacy of peer tutoring and gender on students achievement in biology in secondary schools. The findings revealed that male students slightly performed better than the female students. Pupils' gender may have effect on academic performance not withstanding that the FRN (2013) provided for equal educational opportunities for all citizens both male and female.

Conclusion

Peer tutoring technique is cooperative learning strategy which enables pupils acts as tutors and tutee while the teacher observed the learning process. Male and female pupils were subjected to reading various reading comprehension passages. The mean scores indicated that the female pupils taught reading using peer tutoring technique had a marginal higher mean score than the male pupils. This shows that the female pupils did better than male pupils in the peer tutoring class.

Recommendations

Based on the findings of this study and taking into cognizance its educational implications, the following recommendations were made.

1. Teachers should take cognize of the male pupils and encourage them to sit up and read consistently.

References

Adhami, M. & Amir, M. (2014).The effect of literature activity on reading ability of Iranian intermediate high school EFL learners.*Journal of Applied Studies, 4 (2)*, 13-24.

Arellano, M. D (2013). Gender differences in reading comprehension achievement in English as a foreign language in Compulsory Secondary Education ,*Tejuelo,* 17.,67-84.

Ezenwosu., S.U & Nworgu L.N (2013). Efficacy of Peer Tutoring and Gender on Students' Achievement in Biology: *International Journal of Scientific and Engineering research,. 4.*

Fakeye, D.O & Amao, T.A. (2013). Classroom participation and study habit as predictors of pupils' achievement in Literature in English. *Journal of Cross- Cultural Communication,9 (3),* 135-140.

Federal Republic of Nigeria (2013).*National policy on education.* Lagos: NERDC

Hornby.(2007).*Oxford University Dictionary*. Clarendon: Oxford University Press.

Hott, B. & Walker, J. G. (2012). Mason University; Jasneen Sahni, Marymount University, April, 2012. Retrieved February 4, 2018 from https://council-for-learningdisabilities.org/peer-tutoring-flexible-peer-mediated-strategy-that involves-students serving- as-academic-tutors viewed on 02.04.2018

Kazemi, M. (2005). The Effect of Literature Technique on Learning Achievement: A Case of English as l2. *Unpublished M.A Thesis*, University of Guilan, Iran

UNIJERPS