

Effect Of Peer Tutoring and Students-Teacher Interaction on Academic Performance of Senior Secondary School Students in Grammar in Uruan Local Government Area of Akwa Ibom State Based on Gender.

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Abstract

This study investigated the effect of Peer Tutoring and Students-teacher Interaction on senior secondary school students' academic performance in English Grammar in Uruan LGA of Akwa Ibom State Based on Gender. The population of the study was sixteen thousand and forty-one students while two thousand, three hundred and eighty students comprised the sample size drawn using stratified sampling technique. One objective, one research question and one hypothesis guided the study. The instrument for the study was a researcher made questionnaire with 15 items titled "Peer Tutoring and Students-teacher Interaction Questionnaire (PTSTIQ). Test-retest approach was used to determine the internal consistency of the instrument. The data collected were analysed using analyzed with Guttman Split-half Coefficient and the reliability index of 0.88 was obtained which is high enough to consider the instrument reliable. The research question was analyzed with mean and standard deviation while the null hypothesis was tested using Pearson Product Moment Correlation (PPMC). The study concludes that peer tutoring helps students to learn without stress and at their own pace; ably guided by the classroom teacher. The study recommends that government of Akwa Ibom State, through the school board, should periodically send teachers to training that will enhance their instructional delivery strategies.

INTRODUCTION

The need for appropriate teaching strategies is very essential as they will help elucidate effective teaching and learning. Scholars such as Fieldman and Mandel (2011) have faulted the traditional method of Grammar, claiming that it was outdated and stresses both the Grammar teacher and students. They believe that contemporary methods will help explain the subject better to the level of the learners and enhance their academic performance. Consequently, among the contemporary methods that should be used is Peer Tutoring (PT). In order to implement PT, team members

should know themselves. Also, the students get to know concepts more when roles are assigned to them. Again, three-step interviews may be used to assign roles. For instance, they can play themselves by the teacher giving them interview questions or information that should be found. They alternately interview one another. Likewise, roundtable structures may be used to brainstorm ideas and generate a large number of responses to a single question or a group of questions.

Every student in a group is allowed to make response and the group stops when time is up. The peer tutors for the different groups are allowed to relate their good answers / discussions to the entire class. The teacher then relates the questions /responses to the course unit (Srinivas, 2011). Focused listening is applied as a brainstorming technique or as a technique to generate descriptions and definitions of concepts. The students are asked to generate words to explain a thing. Also, the teacher utilizes structured problem-solving by having the students brainstorm or select a problem for them to consider. One minute paper is used to ask students to give response on specific questions to them. It prepares them on the content and can provide feedback to the teacher. It can equally be used to commence the following day's discussion.

Guided reciprocal peer questioning may be utilized to generate discussion among student groups about specific topic or content area. When these techniques are combined with a number of techniques such as peer tutoring, the teacher will have a strong cooperative learning structure (White, 2012). Regardless of subject matter, students working in small groups tend to learn more of what is taught and retain it longer than when the same content is presented in other instructional formats such as the traditional face to face instructional or teacher – centred format.

Peer tutoring represents a clear shift away from the typical teacher centered or lecture-centered milieu in classrooms. In such classrooms, the teaching/ listening/note-taking process may not disappear completely but it lives alongside other processes that are based in students' discussion and active work with the course material. Teachers who apply PT approach tend to think of themselves less as expert transmitters of knowledge to students and more as expert designers of intellectual experiences for students-as coaches or mid-wives of a more emergent learning process (Smith & MacGregor, 2010). PT assists students to learn more effectively, expand and strengthens teaching strategies in the process which go beyond mere mastery of content and ideas. This shows that PT enhances a larger educational agenda, one that incorporates several intertwined rationales such as

- i) Involvement.** Demands to involve students more actively in their learning are coming from virtually every part of the world; especially learning institutions / centres (Smith & MacGregor, 2010). Involvement in learning, involvement with other students and involvement with faculty are factors elements that make an overwhelming difference in student retention and success in schools. By its very nature, PT is both socially and intellectually involving. It invites students to build closer connections to other students, their departments, their subjects and their learning.
- ii) Cooperation and teamwork.** In PT activities, students inevitably encounter differences and must grapple with recognizing and working with them. Building the capacities for tolerating or resolving differences, for building agreements that honour all the voices in a group, for caring how others are doing - these abilities are essential aspects of living in a community. Hence, cultivation of teamwork, community building and leadership skills are legitimate and useful classroom goals which are not just extracurricular ones.
- iii) Civic Responsibility** PT helps to include students in collective participation and responsibility to the larger community. It encourages students to have an active voice in shaping their ideas and values and a sensitive ear in hearing others. Also, dialogue, deliberation and consensus-

building out of differences are powerful threads in the fabric of PT and in civic life as well which should be encouraged and promoted in schools among students.

Thus, advantages for students interacting with peers include improved behaviour, an increase in social interactions and an increase in classroom participation among others (Ellen, 2015). Teachers can benefit from the use of peer tutors as well as freeing up instructional time for themselves; enabling them to provide more individualized instruction time for other students. One thing that can be improved upon is ensuring that peers are receiving appropriate training and that those skills are being maintained throughout the studies. In order to ensure peer tutors are implementing procedures correctly, teachers need to provide appropriate training in addition to follow up training to monitor peer tutors' delivery of instruction (Kapil & Malini, 2018).

Student-teacher interaction refers to the dynamic and reciprocal communication that occurs between students and their teachers within the educational environment. This interaction encompasses both verbal and non-verbal communication and includes instructional dialogue, questioning and answering, feedback, classroom discussions, one-on-one consultations, and emotional support. It is a core component of the teaching-learning process and can occur in both formal classroom settings and informal educational contexts. It serves as a vital bridge between instruction and learning. Its quality directly influences how well students internalize knowledge, develop academic skills, and perform in assessments—particularly in subjects that require continual practice and engagement, such as English grammar. The importance of effective communication and interaction between teachers and students cannot be overstated in the educational process particularly in the study of English Grammar, where understanding is often nuanced and dependent on consistent reinforcement and clarification. The interaction between students and teachers plays critical role in shaping academic results.

Various studies have pointed to factors such as curriculum design, instructional materials, teaching methods, and the broader school environment as contributors to students' academic performance. However, one area that requires more focused investigation is the nature and quality of student-teacher interactions. Teachers play a pivotal role in guiding students through the complexities of grammar, providing feedback, and creating an engaging and supportive learning atmosphere. The dynamics of their interactions with students—characterized by mutual respect, open communication, and responsiveness—can significantly affect students' motivation, confidence, and ultimately, their academic achievement.

The importance of student-teacher interaction in shaping academic performance lies in its ability to influence several critical aspects of student learning:

1. **Enhancing Understanding and Clarification:** Through direct interaction, teachers can assess students' levels of comprehension and provide immediate clarification of difficult concepts, especially in complex subjects like English grammar.
2. **Motivating and Engaging Students:** Positive and encouraging interactions foster a supportive classroom climate that motivates students to participate, ask questions, and invest effort in their learning.
3. **Building Confidence and Reducing Anxiety:** A nurturing teacher-student relationship helps students feel valued and safe, which is essential for effective learning. It also reduces fear of making mistakes, especially in language subjects.
4. **Providing Feedback and Guidance:** Constructive feedback from teachers during interactions helps students understand their strengths and areas for improvement, guiding them toward academic success.

5. Fostering Responsibility and Discipline: Regular interaction promotes a sense of accountability and encourages students to stay organized and disciplined in their studies.

According to Teachmint (2022), there is no right or wrong language in descriptive grammar as it refers to the structure of language as used by speakers and writers. There are also other types of grammar apart from the above mentioned ones such as comparative grammar (which is the analysis and comparison of the grammatical structures of related languages), the metal grammar and performance grammar. They also include theoretical grammar, pedagogical grammar, reference grammar, transformational grammar, traditional grammar and universal grammar (Nordquist, 2020). They come with their different meanings and applications in education. For instance, the prescriptive grammar (being the traditional grammar) informs students how to use the language, where and when to utilize its component parts and what functions they serve. These will go a long way in improving students' academic performance in Grammar.

English language proficiency, especially in grammar, is essential for academic success and effective communication. In many educational systems, English serves not only as a subject but also as the medium of instruction, making its mastery crucial for students. Despite its importance, many senior secondary students continue to perform poorly in English grammar. This underperformance has raised concerns among educators, policymakers, and stakeholders in education.

Statement of the Problem

The persistent low performance of students in English grammar at the senior secondary level calls for a thorough examination of potential influencing factors. While there is extensive research on teaching methodologies and curriculum effectiveness, there is comparatively less emphasis on the qualitative aspects of classroom interactions between teachers and students. It is unclear to what extent these interactions impact students' learning experiences and performance in English grammar. This research seeks to fill this gap by investigating effect of peer tutoring and students-teacher interaction on academic performance of senior secondary school students in English Grammar in Uruan local government area of Akwa Ibom State based on gender.

Aim and Objective of the Study

The main aim of the study is to find out if peer tutoring and students-teacher interaction have effect on academic performance of senior secondary school students in English Grammar in Uruan local government area of Akwa Ibom State based on gender.

Objective of the study was to;

1. determine the effect of peer tutoring and students-teacher interaction on academic performance of senior secondary school students in Grammar in Uruan local Government Area of Akwa Ibom State based on gender.

Research Question

1. What is the effect of peer tutoring and students-teacher interaction on academic performance of senior secondary school students in Grammar in Uruan local Government Area of Akwa Ibom State based on gender?

Hypothesis

Ho₁ Peer tutoring and students-teacher interaction do not have any significant effect on academic performance of senior secondary school students in Grammar in Uruan local Government Area of Akwa Ibom State based on gender.

Methodology: The study adopted quasi-experimental design approach. The population of the study was 10 senior secondary schools in Uruan Local Government Area in Akwa Ibom State which comprises 16, 041 senior secondary school students enrolled in 2020/2021 academic session. The sample size of this study was 2,380 senior secondary school students. The instrument for the study was a researcher structured questionnaire with 15 items titled “Peer Tutoring and Students-teacher Interaction Questionnaire (PTSTIQ). The face and content validity of the instrument were determined by the researcher’s supervisor and two experts in the Faculty of Education, Ignatius Ajuru University of Education. Test-retest approach was used to determine the internal consistency of the instrument. The data collected were analysed using analyzed with Guttman Split-half Coefficient and the reliability index of 0.88 was obtained which is high enough to consider the instrument reliable. The research question was analyzed with mean and standard deviation while the null hypothesis was tested using Pearson Product Moment Correlation (PPMC).

Results and Analysis

Research Question 1: What is the relationship between student-teacher interaction and academic performance of senior secondary school students in Uruan Local Government Area of Akwa Ibom State based on gender?

Table 1: Effect of peer tutoring and Students-Teacher interaction on Academic Performance of Senior Secondary School Students in Uruan Local Government Area of Akwa Ibom State based on gender.

S/N	Items	Male Students	Std	Female Students	Std	Average mean	Remark
		\bar{x}_1		\bar{x}_2		$\frac{\bar{x}_1 + \bar{x}_2}{2}$	
1	Peer tutoring helps in bringing students and the teacher closer.	3.6	1.9	3.7	1.9	3.7	Agreed
2	Peer tutoring helps in boosting self-confidence of students in the presence of their teacher.	3.6	1.9	3.7	1.9	3.7	Agreed
3	Through peer tutoring, teachers get to know the students better.	3.4	1.8	3.5	1.9	3.5	Agreed
4	Through peer tutoring, teachers get to know the problems of students.	3.5	1.9	3.7	1.9	3.6	Agreed
5	Through peer tutoring, teachers get to know the academic ability of each student in his class.	3.4	1.8	3.7	1.9	3.6	Agreed
6	Through peer tutoring, students are able to know their teacher better.	3.4	1.8	3.6	1.9	3.5	Agreed

7	Creating a friendly atmosphere in the classroom by the teacher will help students learn better.	3.5	1.9	3.7	1.9	3.6	Agreed
8	Developing peer tutors in the various groups in the class will make transmission of information to other peers easier.	3.6	1.9	3.6	1.9	3.6	Agreed
9	By being close to students, difficult areas in any subject can be made simplified by the teacher.	3.5	1.9	3.6	1.9	3.6	Agreed
10	Effective student-teacher association in schools will enable students to learn faster.	3.4	1.8	3.6	1.9	3.5	Agreed
11	Teacher can tailor instruction from individual groups of student learners	3.4	1.8	3.5	1.9	3.5	Agreed
12	PT makes teacher take the role of the classroom facilitator	3.4	1.8	3.7	1.9	3.6	Agreed
13.	Teachers are assessable to leaners without restriction and protocols	3.3	1.8	3.5	1.9	3.4	Agreed
14	Adequate attention is usually given to students due to their level.	3.5	1.8	3.7	1.9	3.6	Agreed
15	Due to student-teacher association, shy students may become bold.	3.3	1.8	3.7	1.9	3.5	Agreed
Grand Mean		3.5	1.8	3.6	1.9	3.6	Agreed

Source : Researcher's Field Survey, 2022.

Table 1 showed that students strongly agreed that student-teacher interaction has a strong relationship with students' academic performance in public senior secondary schools in Uruan Local Government Area of Akwa Ibom State with mean scores of 3.7, 3.7, 3.5, 3.6, 3.6, 3.5, 3.6, 3.6, 3.6, 3.5, 3.5, 3.6, 3.4, 3.6 and 3.4 in answer to questionnaire items 16, 17, 18to 30; each of which is above criterion mean of 2.5 and which cumulated in grand mean of 3.6.

Hypothesis 1: There is no significant relationship between student – teacher interaction and academic performance of senior secondary school students in Uruan Local Government Area of Akwa Ibom State.

Table 2 Pearson Product Moment Correlation Coefficient Analysis on the effect of peer tutoring and Students–teacher Interaction on Academic Performance of Senior Secondary School Students in Uruan Local Government Area of Akwa Ibom State based on gender.

		Student-Teacher Association	Academic Performance of Senior Secondary School students
Student-Teacher interaction	Pearson Correlation	1	.693
	Sig. (2-tailed)		.000
	N	2,380	2,380
Academic performance of senior secondary school student	Pearson Correlation	.693	1
	Sig. (2-tailed)	.000	
	N	2,380	2,380

****.** Correlation is significant at the 0.05 level (2-tailed)

Source SPSS Output, 23

Table 2 presents Pearson Product Moment Correlation Coefficient analysis on the effect of peer tutoring and Students–teacher Interaction on Academic Performance of Senior Secondary School Students in Uruan Local Government Area of Akwa Ibom State based on gender. The result showed the PPMC value as .693 at degree of freedom of 2,378 and .000 level of significance. Since the PPMC significant value of .000 was less than the critical value of 0.05 level of significance, the null hypothesis was rejected. This means that, there is a significant positive effect on peer tutoring and students-teacher interaction on the academic performance of senior secondary school students in Uruan Local Government Area of Akwa Ibom State.

Discussion of Findings

It is advantageous if teachers should positively co-ordinate each of the peer groups in classroom setting. This is equally opined by scholars such as McGurre (2017), Hoi and Kelvin (2010) among others. By doing this, students' confidence in their class activities will increase and they will go the extra mile to succeed. Students look up to their teacher for care and guidance and this should be encouraged for everyone's happiness.

Conclusion

Peer Tutoring helps students to learn without stress and at their own pace; ably guided by the classroom teacher. Their cognitive abilities are thus developed in the process. It is expedient therefore that it should be fully utilized in secondary schools and enabling environment should be created for it in all secondary schools in Uruan Local Government Area of Akwa Ibom State.

Recommendation

1. Government of Akwa Ibom State, through the school board, should periodically send teachers to training that will enhance their instructional delivery strategies.
2. Enabling environment should be created for peer tutoring such as conducive classrooms, projectors, ICT facilities, instructional materials, ETC

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