

EFFECT OF PEER TUTORING INSTRUCTIONAL STRATEGY ON STUDENTS' ACHIEVEMENT AND INTEREST IN ECONOMICS IN AWKA EDUCATION ZONE, ANAMBRA STATE

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Abstract

This study examined the effect of peer tutoring instructional strategy on students' achievement and interest in Economics in Awka education zone, Anambra state. It adopted a quasi-experimental, non-equivalent pretest, posttest control group design. Two research questions and two null hypotheses guided the study. The population of the study consists of all the 2,722 senior secondary two (SSII) students. A sample of two hundred and forty seven (247) senior secondary two (SSII) Economics students was selected for the study using random and purposive sampling techniques. Two instruments, Economics Achievement Test (EAT) and Economics Interest Scale (EIS) were used for data collection. The instruments, Economics Achievement Test (EAT) and Economics Interest Scale (EIS) were face and content validated by three experts, one from Department of Science Education (Measurement and Evaluation unit) and two from the Department of Social Science Education, all from the Faculty of Education, University of Nigeria, Nsukka. The reliability of the instruments, EAT and EIS was established through trial testing using test-retest method. Thirty (30) copies of each of the instruments were administered to thirty (30) selected SS2 students from the school other than the ones selected for the study. The instruments were re-administered to the same thirty (30) SS2 students after two weeks. The scores generated from trial testing were used to determine the reliability of the two instruments using Pearson Product Moment Correlation Coefficient and a positive correlation coefficient of 0.85 and 0.88 for EAT and EIS respectively were obtained which were high enough to guarantee the use of the instrument for the study. Data collected were analysed using Mean and Standard Deviation to answer the two research questions while Analysis of Co-variance (ANCOVA) was used to test the two null hypotheses at 0.05 level of significance. The results of the findings indicated among others that students taught Economics in senior secondary schools with peer tutoring had better achievement and interest than their counterparts taught using the lecture method. Basically, there was significant difference in the mean achievement and interest scores of students taught Economics using peer tutoring strategy and those taught using lecture method in favour of the peer tutoring strategy. It was concluded that appropriate use of peer tutoring instructional strategy in teaching economics would facilitate students' achievement and interest in economics. Based on the findings of the study, it recommended among other things that in-service Economics teachers should be

trained by governments through the relevant ministries of education on the use of the peer tutoring instructional strategy in teaching and learning Economics to enhance students' achievement and interest in the subject.

Introduction

Economics is an important social science subject established in senior secondary school for preparation of individuals for functional living in the society riddled with inadequate resources. Thus, Economics plays vital role in the development of rational decision making abilities on the individuals, firms and the government of the State (country) in face of limited resources (Ejimonye, 2015). Economics refers to the study of the behaviour of human beings in relation to limited resources. This is in relation to production, distribution and consumption of material goods and services in a world of scarce resources (Udabah, 2012). Pennington (1999) defines Economics as the study of choices that people make to satisfy their needs and wants. In the words of Sharma (2012) it is a subject that studies laws and principles which govern the functioning of an economy and its various parts; that is how a society decides on using its scarce resources to obtain the maximum possible satisfaction for the members of the society whose wants for goods and services are unlimited. It is a subject that is concerned with the efficient utilization of limited productive resources for the purpose of attaining maximum satisfaction of human and material wants (Aaron, 2011). Economics is a social science that studies the optimal use of limited resources in production of goods and services to satisfy human wants (Obika, 2004). Basically, Economics is the study of how individuals, firms and whole societies identify their most important needs, allocate and manage scarce resources in such a way that satisfies as many needs as possible (Hall, 2013). In the context of this study, Economics is a subject that equips students with basic economic principles, knowledge and skills necessary for the efficient use of scarce resources in the production, distribution and consumption of goods and services to satisfy human wants. It is a subject that also equips students with the skills necessary for higher education, entrepreneurial career in the future and useful living.

Thus, Economics has some laudable objectives. The objectives of Economics in senior secondary schools as outlined by the Federal Ministry of Education (FME, 2008: ii & iii) include to enable students:

1. Understand basic economic principles and concepts as well as the tools for sound economic analysis;
2. Contribute intelligently to discourse on economic reforms and development as they affect or would affect the generality of Nigerians;
3. Understand the structure and functioning of economic institutions;
4. Appreciate the role of public policies on national economy;
5. Develop the skills and also appreciate the basis for rational economic decisions;

6. Become sensitized to participate actively in national economic advancement through entrepreneurship, capital market and so on;
7. Understand the role and status of Nigeria and other African countries in international economic relationships;
8. Appreciate the problems encountered by developing countries in their effort towards economic advancement.

A careful survey of the objectives of Economics explains its importance to individuals, firms and the nation. Knowledge acquired through the study of Economics enables man to develop his/her way of thinking as to be able to analyze economic problems of the society (such as what to produce, how to produce, for whom to produce and efficiency of resource use) (Chikezie, 2009). The study of Economics enables the individuals, companies, firms and governments in taking decisions that would help in the realization of their wants and needs (Ejimonye, 2015). It assists the government in decision making on which business to embark upon towards building the economy for national development. As it relates to firms and industries, the knowledge of Economics helps them to take decisions on what to produce, for whom to produce, how to produce and efficiency of resource use (Aderinto & Abdullahi, 2009). According to Green (2012) Economics graduates are well equipped with analytical, problem-solving and numerical skills which allow them to fit into any career, ranging from investment, banking and financial services, business and public sector management, to teaching. Economics also helps society decide on the optimal allocation of scarce resources as the society is frequently faced with choices and questions on what to produce, how to produce, for whom to produce (Leonard, 2010). It enables individuals and the society take rational economic decisions that will satisfy their needs in the presence of unlimited wants and limited resources (Adu, 2004).

By the end of secondary school education, it is expected that the objectives of the study of Economics would be achieved and would be reflected in students' academic achievement. According to Adu (2006), the extent of realization of the objectives of studying Economics is determined by the extent of students' achievement in the subject. Any student who achieved high is assumed to have learnt so much and benefited from the study of the subject. This implies that the instructional objectives would have been achieved.

Academic achievement is an important variable in this study. Achievement refers to result gained in an activity through committed efforts. Achievement is a result - oriented construct that shows the extent of students' attainment in a learning task (Oviawe, 2008). Ebiefie (2015) defines achievement as a thing that somebody has done successfully especially using his/her own effort and skills. Academic achievement is a measure of knowledge gained by students through the education process. Academic achievement usually manifests in test scores, grade point average and/ or degree certificate. According to Madu (2004) academic achievement means

how a student performs in school learning and activities. Academic achievement can be described as something students gain at school, college, university, in class, in laboratory, library and field work (Ezenwosu & Nworgu, 2013). At the post basic level, academic achievement is commonly measured using examination and continuous assessment, but there is no general agreement on how best it can be measured since teachers employ different teaching methods (Ezenwosu & Nworgu, 2013). It can also be defined as the quality of students' work and efforts in school subjects such as Economics.

However, despite the many benefits students could derive from studying Economics, students' academic achievement and interest in the subject continue to deteriorate yearly. In the West African Examination Council (WAEC) Chief Examiners Reports in recent years (2012-2015) the achievement of students in school subjects including Economics was described as poor. In a quest to unravel the reasons behind the students' poor academic achievements, Chiang and Wainwright (2005) and Krugman (2009) observed that Economics topics are often structured around formal mathematical and statistical models and Economics students demonstrate weakness in mathematics. This affects their academic achievement and interest in the subject. Onger (2009) identified the factors responsible for poor academic achievement in Economics to include students' lack of interest, poor teaching methods, attitude of teachers who teach the subject, and inadequate time allotted to Economics in the timetable.

Furthermore, WAEC Chief Examiners' Reports (2012-2015) attributed the poor academic achievement of students generally in the West African Senior School Certificate Examination (WASSCE) in Nigeria to shallow knowledge of the subject matter, inability to explain listed points to attempt questions, and incorrect interpretation of questions. The reports attributed the causes of students' poor achievement in Economics in particular to students' lack of mathematics and manipulative skills, deficiency in graphical representation, analysis and application of economic variables. Failure to use correct Economics terminologies in answering questions, and inadequate preparation for the examination are also causes identified by the examiners.

The interest of students in school subjects has been an area of concern to psychologists and educators. Interest according to Hidi and Renninger (2006) is a relatively enduring predisposition to re-engage with particular content, such as objects, events, ideas and tasks. Interest is the degree of likeness or hatred of a subject matter, event or object which influences how people react to them (Odo, 2015). According to Torty and Offorma (2013) interest is emotionally oriented behavioural trait which determines a student's urge and vigor to tackle educational programmes or other activities. To Okoro (2013) interest is the state of curiosity and concern about something and wanting to know and learn that thing. When students are interested in a particular learning task(s) they exert unflinching efforts towards

achieving it but on the contrary, the students may show nonchalance over the learning material. Ezegbe, Ikwumelu and Okeke (2012) are of the opinion that when a task is undertaken without interest, it may end in boredom. This implies that interest provides a driving force that enhances a student's desire to study, learn and achieve high. Poor interest in a subject matter could lead to boredom which could affect students' achievement (Odo, 2015). In this study, students' interest in Economics is considered as the state of showing concern, curiosity and preference for the subject. Students' interest in Economics will motivate them to participate actively in all learning activities and opportunities related to the subject.

Although numerous variables have shown to affect students' academic achievement and interest in school subjects, the most devastating factor is the teaching method adopted by teachers in teaching. In this regard, (Adedayo, 2011) reported that teachers are to be blamed for the observed students' poor achievement and low interest in school subjects. Teaching method is the particular way a teacher organizes and presents learning materials to his/her students. It entails the employment of different strategies by teachers in order to enhance mastery of subject matter, values and attitude, interest and skills on the part of the learners (Oyesikun, 2010). The application of appropriate teaching methods is also very important in the teaching and learning of Economics. Therefore, appropriate teaching methods which will involve all the senses of the students, make learning more permanent, recalling much easier and teaching more affective should be employed by teachers of Economics.

Over the years, the most common teaching methods used in school instruction are the traditional (conventional) methods. Most teachers in the field still use conventional teaching methods such as the lecture method, discussion method in classroom teaching which make students lose interest and consequently achieve poorly, rather than methods that engage students' participation and interest such as peer tutoring, concept mapping (Ikpaya, 2004). The lecture method is a one-way flow of communication from the teacher to the students. Nworgu (2009) describes it as a teacher-centered or dominated approach whereby the teacher does most, if not all the talking and students listen without actively participating in the teaching- learning process. According to Blair, Schwartz, Biswas and Heelawong (2007) the lecture method does not stimulate critical and creative thinking, problem-solving, innovative inquiry and scientific attitudes in the students. It rather encourages students to cram facts which are easily forgotten. This may lead to students' poor achievement and interest in school subjects such as Economics. Avery (2007) stated that the lecture method has been found to make students passive learners and should not be solely used in teaching school subjects. Generally, the conventional lecture method is being criticized on the grounds that it does not foster students' active participation in the teaching and learning process.

The criticisms of the traditional lecture method may have led to the advent of students-interactive teaching methods such as peer tutoring and concept mapping. There are numerous student-centered instructional strategies for teaching Economics that may enhance students' achievement and interest in the subject identified in literature. These methods include collaborative problem solving, concept mapping, and peer tutoring (Hervani & Helms, 2004). Hervani and Helms advocated that teachers should employ these student-centered teaching methods in Economics education. In this study, the effect of peer tutoring instructional strategy on students' academic achievement and interest in Economics was investigated.

Peer tutoring is one of the student-centered teaching methods teachers can use in teaching. Peer tutoring according to Golding, Lisa and Tennant (2006) is an instructional strategy by which pupils, with guidance from their teacher, help by teaching one or more peers to learn skills or concepts. This means that this approach focuses on peers to solve problems, and it can be effective in fostering creativity, experimentation, problem-solving skills and learning of deep and abstract concepts (Ezenwosu & Nworgu, 2013). Peer tutoring involves pupils playing the role of a tutor(s) and a tutee(s) thereby applying the principle of "one who teaches also learns" (Walberg & Susan, 2010). It is an instructional strategy where peers act as instructional agents for fellow students (Romano & Walker, 2010). Similarly, it refers to a class of practices and strategies which allow peers to participate in the pedagogy as one-on-one teachers to provide individualized instruction, practice, repetition, and clarification of concepts.

Peer tutoring is a general term that encompasses many tutoring models which often result in increased students' motivation, achievement and interest. Peer tutoring can involve partners who are of the same age or different ages (cross-age). Cross-age peer tutoring involves older students serving as tutors for younger, lower-functioning students (Scruggs, Mastropieri & Berkeley, 2010). In same-age peer tutoring, in which students of the same-age tutor each one, more skilled students may be paired with less skilled students. In other cases, the teacher may decide to pair students of similar ability and give them alternate tutoring roles, which is sometimes referred to as reciprocal peer tutoring. Class-wide peer tutoring (CWPT) is an instructional procedure which enables the teacher to engage all students in a classroom simultaneously in a variety of academic tasks (Scruggs, Mastropieri & Berkeley, 2010).

In the present study, Class-WidePeerTutoring (CWPT) is the peer tutoring model chosen by the researchers. The researchers' choice of CWPT is based on considerable research findings and recommendations of its positive outcomes. Using CWPT, there are significant improvements in tutee and tutor achievements and interest in mathematics and computation skills. Conceptual understanding, problem solving, tutor's self-esteem, and attitude towards content areas are also enhanced through class-wide peer tutoring. In addition, there is enhanced peer relationship,

elaborate explanations during class discussions, and contribution to classroom learning (Tella, 2013). It is an effective instructional method for heterogeneous groups of students who function at highly varied skill levels. Again, this model addresses the lack of class time during which students are actively engaged in class activities that facilitated academic achievement (Mahaedy & Gard, 2010). A review of the peer tutoring literature reveals that CWPT has been used effectively to improve both academic and social behaviour of students at various levels. The researchers therefore believe strongly that this model may also yield positive results when adopted in the teaching and learning of Economics.

Currently, there are sufficient researches that document the benefits of peer tutoring as a supplement to traditional instruction. Peer tutoring has been used across academic subjects such as Mathematics, English and Business Studies. It has been found to result in improvements in academic achievement and interest for a diversity of learners within a wide range of content areas (Topping, 2005). Direct interaction among students promotes active learning and greater understanding of deep concepts (Colvin, 2007). Peer tutoring helps tutee feel more at ease and concentrate better on the subject matter, with a peer tutor rather than a professional teacher (Tiwari, 2014). It also helps tutees receive more individualized instruction. On the other hand, peer tutoring helps tutors increase their own understanding of the subject matter as they tutor students (Tiwari, 2014). It gives tutors an opportunity to develop their own leadership and communication skills.

Several studies have shown that peer tutoring is an important predictor of academic achievement and interest of senior secondary school students in various school subjects other than Economics. For instance, Onabanjo (2008) found that peer tutoring strategy helped boost students' achievement and interest in Mathematics. Kiadese (2005) found that peer interaction improved students' learning outcomes in Business Studies. Furthermore, gains in reading were achieved by low-performing students in the United Kingdom, using a paired-reading approach (Topping, 2008).

In the researchers' view, peer tutoring instructional strategy would enable the highest level of students' participation and interaction in Economics lessons. It is a strategy that expands the number of "teachers" in the classroom by using students as tutors. Students will have the opportunity of learning important collaborative and communicative skills through peer tutoring. Furthermore, peer tutoring as a teaching strategy will help students direct their own learning, complete tasks independently, identify and have deep understanding in a learned topic. Peer tutoring will also enhance meaningful learning of Economics content. In addition, peer tutoring can be used as an effective teaching strategy in Economics because peer tutor can adapt instruction to learner's pace, learning style and level of understanding.

Though literature abound regarding the efficacy of peer tutoring instructional strategy in learning, the strategy does not seem to be popular among Economics teachers in Nigerian secondary schools. Moreover, not many studies to the best of

the researchers' knowledge have been carried out using peer tutoring instructional strategy to improve teaching and learning in Economics. The focus of this study therefore, is to investigate the effect of peer tutoring instructional strategy on the academic achievement and interest of students in Economics at the senior secondary school level in Awka Education Zone of Anambra State.

Research Questions

The following research questions guided the study:

1. What are the mean achievement scores of students taught Economics using peer tutoring instructional strategy and those taught using lecture method?
2. What are the mean interest scores of students taught Economics using peer tutoring instructional strategy and those taught using lecture method?

Hypotheses

The following null hypotheses were formulated and tested a 0.05 level of significance.

Ho₁: There is no significant difference in the mean achievement scores of students taught Economics using peer tutoring instructional strategy and those taught using lecture method.

Ho₂: There is no significant difference in the mean interest scores of students taught Economics using peer tutoring instructional strategy and those taught using lecture method.

Methods

The study was carried out in secondary schools in Awka Education Zone of Anambra State, Nigeria. The study adopted quasi-experimental, specifically, the pre-test, post-test non-equivalent control group design. The quasi-experimental design is considered appropriate for the study because intact (pre-existing) classes (groups) were used for the experimental treatment and control groups to avoid disruption of formal class arrangement and lessons hence selection of each subject is not randomized. The population of the study consists of all the two thousand, seven hundred and twenty two (2,722) senior secondary school year two (SS II) Economics students in sixty one (61) secondary schools in Awka Education Zone, Anambra State. The sample of study was two hundred and forty seven (247) senior secondary two (SSII) Economics students. Purposive sampling and simple balloting were employed to draw the four co-educational senior secondary schools used for the study. Two instruments, Economics Achievement Test (EAT) and Economics Interest Scale (EIS) were used for data collection. The Economics Achievement Test (EAT) consists of twenty five (25) multiple choice objective test items based on two topics in Economics. The two topics are price determination and elasticity of demand drawn from the SS 2 Economics curriculum. These topics were chosen because they are mathematical and complex in nature and may be effectively taught using peer

tutoring instructional strategy. The EAT was used to evaluate the achievement of students in Economics before and at the end of the treatment (pre-test and post-test respectively). A test blue print was used in generating the EAT items which guaranteed its content validity. The second instrument, Economics Interest Scale (EIS) consists of twenty (20) items. The instruments, Economics Achievement Test (EAT) and Economics Interest Scale (EIS) were subjected to content and face validation respectively to make sure that these instruments measured what they intended to measure. The two instruments were face validated by three experts, one of them from Department of Science Education (Measurement and Evaluation unit) and two from the Department of Social Science Education, all from the Faculty of Education, University of Nigeria, Nsukka. Pearson Product Moment Correlation Coefficient was used to compute results of the trial testing after test re-test instrument administration and the results indicated positive correlation coefficients of 0.85 and 0.88 for EAT and EIS respectively.

Before the commencement of the experiment, the researchers organized a week training program with the Economics teachers who served as the research assistants and guides (facilitators) in the study. Each participating teacher received a detailed instructional procedure (lesson plans) and content summary of the topics as it applied to the instructional method. The objectives of the training include enabling the research assistants and tutors acquire the necessary competence and to ensure the achievement of uniform standards in the implementation of the treatment conditions.

The trained research assistants in the experimental group served as trainers for the peer tutors who were used in the treatment group. The trained peer tutors were selected by the research assistants (regular Economics teachers) because they know the abilities of the tutors. The selection of the peer tutors depends therefore on the abilities of the students using their previous results. During the training, the tutors were given an overview of the peer tutoring components and procedure to be followed on how to conduct instruction during peer tutoring lesson which include: Peer tutors retrieved the tutorial materials prepared by the researcher and followed the structured tutoring procedure to present the topics to the tutees; peer tutors taught tutees each topic sequentially following the lesson plans step by step.

The EAT and EIS were used for pretest and posttest treatments respectively. The essence of the pre-test was to ascertain the background knowledge of the students in the experimental and control groups before entering into the experiment (instruction). Furthermore, since there are two groups in this study, that is, the experimental and control groups, two lesson plans on the selected topics for the study were developed by the researchers. One was for the control group and the other for the experimental group. The lecture method guided the preparation of the conventional lesson plan for the control group while class-wide peer tutoring guided the preparation of the lesson plan used for teaching the experimental group. The

plans were prepared based on topics (price determination and elasticity of demand), which were taught the experimental and control groups for a period of four (4) weeks.

Data for the study were collected through pre-test and posttest using the Economics Achievement Test (EAT) and the Economics Interest Scale (EIS). After the pre-test, items of the EAT were reshuffled before re-administration for posttest. The essence of reshuffling the items was to ensure that students do not memorise all the contents of the EAT. Data collected from the two tests (pre-test and post-test) were used for data analysis.

Data collected were analyzed using Mean and Standard Deviation to answer the two research questions while Analysis of Co-variance (ANCOVA) was used to test the two null hypotheses at 0.05 level of significance. The ANCOVA was preferred because of its power to take care of the initial lack of equivalence (differences) in the experimental and control groups since intact classes were used for the study. The pre-test served as covariate to the post-test and this justifies more the use of ANCOVA for testing the null hypotheses.

Results

Research Question 1: What are the mean achievement scores of students taught Economics using peer tutoring instructional strategy and those taught using lecture method?

Table 1: Mean Achievement Scores of Students taught Economics using Peer Tutoring strategy and those taught using Lecture Method

Teaching Methods	N	Pre-test		Post-test		Mean Gain Score
		Mean	SD	Mean	SD	
Peer tutoring Strategy	126	33.28	10.32	79.08	8.80	42.80
Lecture Method	121	33.62	6.20	37.77	7.25	4.15
Total	247	33.45	8.26	58.43	8.03	23.48

Table 1 showed that students taught Economics in senior secondary schools using peer tutoring strategy had a mean and standard deviation achievement score of 33.28 (10.32) in pre-test while students taught with lecture method had pretest mean and standard deviation achievement score of 33.62 (6.20) respectively. This suggests that at pretest level students in both peer tutoring and lecture methods almost had the same achievement. The post-test mean and standard deviation achievement of students taught Economics in senior secondary schools using the peer tutoring and lecture methods are 79.08 (8.80) and 37.77 (7.25) respectively. This implies that students taught Economics in senior secondary schools with peer tutoring had better achievement than their counterparts taught using the lecture method. Thus, the peer tutoring strategy enhances students' achievement in Economics in senior secondary schools more than the lecture method.

Research Question 2: What are the mean interest scores of students taught Economics using peer tutoring instructional strategy and those taught using lecture method?

Table 2: Mean Interest Scores of students taught Economics using peer tutoring strategy and those taught using lecture method

Teaching Methods	N	Pre-test		Post-test		Mean Gain Score
		Mean	SD	Mean	SD	
Peer Tutoring Strategy	126	1.69	0.80	3.39	0.68	1.70
Lecture Method	121	1.55	0.62	1.76	0.75	0.21
Total	247	1.62	0.71	2.58	0.72	0.95

Table 2 revealed that students taught Economics in senior secondary schools using peer tutoring strategy had a mean and standard deviation interest score of 1.69 (0.80) in pre-test while students taught with lecture method had pretest mean and standard deviation interest score of 1.55 (0.62) respectively. This suggests that at pretest level students in both peer tutoring strategy and lecture method almost had the same interest level. The post-test mean and standard deviation interest of students taught Economics in senior secondary schools using the peer tutoring and lecture methods are 3.39 (0.68) and 1.76 (0.75) respectively. This implies that students taught Economics in senior secondary schools with peer tutoring had higher interest in Economics than their counterparts taught using the lecture method. Thus, the peer tutoring strategy promotes students' interest in Economics in senior secondary schools more than the lecture method.

Ho₁: There is no significant difference in the mean achievement scores of students taught Economics using peer tutoring instructional strategy and those taught using lecture method.

Table 3: ANCOVA Summary Table of the difference in the mean (\bar{x}) achievement scores of students taught Economics using peer tutoring strategy and those taught using lecture method

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	109046.255 ^a	2	54523.128	1081.545	.000
Intercept	28358.581	1	28358.581	562.534	.000
Pretest	3708.140	1	3708.140	73.556	.000
Method	106104.674	1	106104.674	2104.740	.000

Error	12300.587	244	50.412
Total	976558.000	247	
Corrected Total	121346.842	246	

Table 3 shows the F value as 2104.74 and the probability value as .000. The probability value of .000 of this finding is less than the alpha value of 0.05. Therefore, the null hypothesis is rejected and thus, there is significant difference in the mean achievement scores of students taught Economics using peer tutoring strategy and those taught using lecture method in favour of the peer tutoring strategy. This implies that students taught Economics with peer tutoring strategy had better achievement compared with their counterparts taught with the lecture strategy.

Ho₂: There is no significant difference in the mean interest scores of students taught Economics using peer tutoring instructional strategy and those taught using lecture method.

Table 4: ANCOVA Summary Table of the difference in the mean (\bar{x}) interest scores of students taught Economics using peer tutoring strategy and those taught using lecture method

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	165.925 ^a	2	82.963	163.546	.000
Intercept	313.734	1	313.734	618.469	.000
Pre-Interest	2.219	1	2.219	4.374	.038
Method	165.854	1	165.854	326.950	.000
Error	123.775	244	.507		
Total	1948.000	247			
Corrected Total	289.700	246			

Table 4 showed the F value as 326.95 and the probability value as .000. Since the probability value of .000 of this finding is less than the alpha value of 0.05. Therefore, the null hypothesis is rejected and thus, there is a significant difference in the mean interest scores of students taught Economics using peer tutoring strategy and those taught using lecture method in favour of the peer tutoring strategy. This suggests that students taught Economics with the peer tutoring strategy had higher interest in the subject compared to their counterparts taught with the lecture method.

Discussion of Results

The data presented in Table 1 and Table 3 revealed that students taught Economics in senior secondary schools with peer tutoring had better achievement

than their counterparts taught using the lecture method. There is significant difference in the mean achievement scores of students taught Economics using peer tutoring strategy and those taught using lecture method in favour of the peer tutoring. This implies that students taught Economics with peer tutoring strategy had better achievement compared with their counterparts taught with the lecture method. This finding is expected as students' direct involvement in the teaching and learning processes enhances students' achievement more than teacher-dominated instruction. The finding of this study is coherent with that of Essien (2016) who found that peer tutoring strategy was very effective in promoting students' academic performance and retention in Basic Science. It is also consistent with that of Okoye (2013) who documented that students taught Home Economics using peer tutoring instructional strategy achieved higher than those taught using lecture method. Buttressing the finding of this study Azubuike (2012) states that slow learners taught using peer tutors in the experimental group performed significantly better than those taught by the regular Biology teachers in the control group. Accordingly, Adeola and Olafare (2010) averred that students exposed to peer tutoring-assisted instruction performed significantly better than those exposed to conventional method.

The data presented in Table 2 answered research question 2 while the data presented in Table 4 answered hypothesis 2. The result of the analysis revealed that students taught Economics in senior secondary schools with peer tutoring strategy had higher interest in Economics than their counterparts taught using the lecture method. There is a significant difference in the mean interest scores of students taught Economics using peer tutoring strategy and those taught using lecture method in favour of the peer tutoring strategy. This suggests that students taught Economics with the peer tutoring strategy had higher interest in the subject compared to their counterparts taught with the lecture method. This finding is expected as students' active participation in teaching and learning process rekindles their interests and deactivates boredom and day dreaming. In line with the findings of this study Ogunsola (2016) found out that students taught using peer tutoring exhibited higher interest in the subject Technical Drawing, than those taught by their teachers using the lecture method. In the same vein Abdulmalik and Torpev (2016) documented that slow learners taught by peer tutors using class-wide peer tutoring performed better and showed increased interest in Chemistry redox reaction than those taught by the teachers using lecture method. Ayuba (2011) found out that students taught Biology using peer tutoring strategy achieved higher and showed more interest in the subject than those taught using expository method. Class-wide peer tutoring significantly makes students' interest in Economics to be higher (Ling, 2008).

Conclusions

Students' poor achievement and interest in Economics informed the need for the study on the effect of peer tutoring instructional strategy on students'

achievement and interest in Economics in Awka education zone, Anambra State. The study indicated that peer tutoring instructional strategy enhances students' achievement and interest in economics more than the lecture method. Basically, there was significant difference in the mean achievement and interest scores of students taught Economics using peer tutoring strategy and those taught using lecture method in favour of the peer tutoring strategy. It was concluded that appropriate use of peer tutoring instructional strategy in teaching economics would facilitate students' achievement and interest in economics.

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

1. Economics teachers should be encouraged by the government through its relevant ministries to adopt peer tutoring instructional strategy in teaching and learning Economics for better academic achievement of the students in the subject.
2. The Government through its relevant ministries of education should organize seminars, workshops and symposia for the in-service teachers on the use of peer tutoring instructional strategy for effective teaching and learning of Economics in senior secondary schools.

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