

**EFFECT OF ASK PEER TUTORING TECHNIQUE AND LECTURE METHOD ON
ACADEMIC PERFORMANCE OF INTERNATIONAL TRADE AND WARE-HOUSING
STUDENTS**

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ABSTRACT

The study sought to ascertain the effect of ask peer tutoring technique and lecture method on academic performance of international trade and ware-housing students. Two objectives, two research questions and two hypotheses were drawn to guide the study. The research design was quasi-experimental study using the Pretest-Posttest control group design. The population for the study will comprises of 398 final year commerce students in all the seven state owned Colleges of Education in South-South zone of Nigeria. The study sample consisted of 230-year three commerce students (145 females and 85 males) The stratified random sampling technique was used to select the four colleges from the seven (7) state owned colleges of Education in the South-South zone. The researcher developed instrument of 60 multiple-choice Test: tagged Commerce Performance Test (CPT) was used for data collection. The reliability coefficient of the instrument was determined using test- retest method. It was then concluded from the study that students taught with Ask peer tutoring technique do better than their colleagues thought with lecture method on academic performance of students when taught are -housing likewise the student taught international trade. One of the recommendations stated in the study is that appropriate teaching strategies should be adopted by teachers in teaching the students in order to motivate them for higher performance. One of the teaching methods recommended here include ask peer method of teaching, which give them an opportunity to make more discovery at ease.

KEYWORDS: ASK Peer Tutoring and Lecture Method.

Introduction

The rapid advances in pedagogies have had a profound impact on educational policies, contents, structures, and methods of delivery throughout educational systems. Education, whether at the basic, secondary, or tertiary level, is subject to change in response to social dynamics. The curriculum demands changes in approaches and methods of teaching as well as techniques for enhancing students' academic performance, especially in colleges of education where instructional delivery skills are taught to students as they would be to teachers.

Ukpong (2012) observed that in secondary schools, some students are not able to pass standardized tests to enter higher institutions without cheating. Some students may still be behind academically, which may prevent them from being ready for further studies or a career occupation. This could be a fallout of the quality of school instruction given to their teachers in colleges of education. There is a need for educators to provide substantial support to students who are at risk of dropping out of school, encourage active engagement in the learning process, and prepare students for success in their tertiary education and career employment. One of such strategies that can supplement teacher-led instruction in a way that actively involves students in their learning process is ASK Peer Tutoring Instructional Technique (ASKPETIT).

Peer tutoring is an effective educational strategy for classrooms of diverse learners because it promotes academic gains as well as social enhancement. Programs can be successfully implemented at the classroom level or on a wider scale at the school or district level. With administrative support and professional development, peer tutoring can help teachers cope with challenges such as limited instructional time, multiple curricular requirements, and appropriate social engagement among students. A technique is a systematic procedure, formula, or routine by which a task is accomplished. It is also defined as systems and methods of doing something using a special skill that one has developed (Macmillan Dictionary 2008). Synonyms for techniques include modality, method, systems, way, means, basis, scheme, procedure, mode, and tactic.

Statement of the Problem

It is commonly observed that lecturers in colleges of education depend largely on the use of the lecture method of instructional delivery for imparting knowledge and skills to learners. The effect of the traditional lecture method has been abstract and theoretical teaching of commerce at all levels of instruction at the colleges of education, despite the alternative teaching methods that could make instruction and learning rewarding, interesting, and enriching. The present lecture method of teaching pre-service NCE commerce teachers seems to make the students incapacitated to retain, arouse interest, and achieve academic excellence. It seems that the stereotype role of the lecture method cannot accommodate individuals' different learning styles, thereby causing frustration and a loss of interest among students in commerce.

Objective of the Study

1. To determine the effect of 'ASK' Peer tutoring technique and lecture methods on academic performance of students when taught International Trade.
2. To determine the effect of 'ASK' Peer tutoring technique and lecture methods on academic performance of students when taught warehousing.

Research Question

1. What is the effect of ASK peer tutoring technique and lecture method on academic performance of students when taught International Trade?

2. What is the effect of ASK peer tutoring technique and lecture method on academic performance of students when taught ware-housing?

Hypothesis

1. There is no significant difference in the mean performance scores of students taught international trade using ASK Peer tutoring technique and lecture method.
2. There is no significant difference in the mean performances score of students taught ware-housing using ASK peer tutoring technique and lecture method.

Concept of AKS Peer Tutoring

Peer tutoring is a collaborative learning strategy in which students alternate between the roles of tutor and tutee in pairs or groups. According to Shabani (2013), peer tutoring is a cooperative learning method based on the idea of pairing students who share a common goal and an asymmetrical relationship. Peer tutoring refers to students working in pairs to help one another learn material or practice an academic task. Peer tutoring works best when students of different abilities work together. During a peer tutoring assignment, it is common for the teacher to have students switch roles partway through, so the tutor becomes the tutee. Since explaining a concept to another person helps extend one's own learning, this practice gives both students the opportunity to better understand the material being studied.

Peer-mediated instruction, or peer tutoring, is generally accepted as a strongly research-based and increasingly popular teaching technique that has a positive impact on both mainstream and learning-disabled students. While the structure of peer tutoring can take many forms, generally the teacher provides the new content of a lesson and then structures the class so that students can drill the information in small groups. This technique is an effective way for students to teach and practice what they have learned to solidify their understanding while gaining more one-on-one discussion and attention. Additionally, this instructional practice provides an opportunity for positive social interactions and content mastery. Teachers can purposefully match mainstream students and students with Learning Disabilities to foster social interaction and learning from one another.

Peer tutoring has to do with an instructional strategy where students are taught by their peers, who have been trained and supervised by the classroom teacher. It involves having students work in pairs with another student of the same age or grade. It can be used to aid in the instruction of a few specific students or on a class-wide basis. The strategy is used as a supplement to teacher-directed instruction in the classroom. It is not meant to replace it. It has been extremely powerful as a way of improving student academic, social, and behavioral functioning that goes beyond typical teacher-directed instruction. When implemented in addition to teacher-directed instruction, among other things, it has led to a greater decrease and/or prevention of anti-social behavior than only teacher-directed instruction (Center for Promoting Research to Practice, 2011).

Concept of Lecture Method

According to Glowbl (2021), the lecture method, also known as the transmissive method, is based on vertical learning, whereby the teacher has all the knowledge—the "know-how"—which they transmit to the students. The students are considered to have everything to learn. Any prior knowledge they may have, their motivations, and their personal plans are not really taken into account. The teacher communicates their knowledge in the form of a presentation, like a university lecture, while the students take notes. The teacher's exposé may be a simple oral presentation, supported by visual material to explain certain concepts, such as a PowerPoint or slide show projected on to a big screen. The student takes notes to record what the teacher is explaining.

The lecture method is the oldest method of teaching. It is based on the philosophy of idealism. This method refers to explaining the topic to the students. According to Sharma (2020), the emphasis is on the presentation of the content. The teacher clarifies the content matter to the students by using gestures and simple devices, including a change in voice, a change in position, and facial expressions. Teachers are more active and students are passive, but the teacher also asks questions to keep the students attentive. This method is economical and can be used among a large number of students. It saves time and also covers the syllabus. It is the simplest method for teachers and does not require any arrangements (Sharma, 2020). It gives the students training in listening. It provides an opportunity for better clarification of the topics and laying stress on significant ideas. It brings a personal touch and contact to impress or influence the pupils. This method is useful for large classes, but it also has some limitations. This method makes the students passive listeners. There is very little scope for pupil activity. It is against the principle of learning by doing. It does not take into consideration individual differences. It does not develop the power of reasoning in the students. It becomes monotonous for the students.

Though lectures are much criticized as a teaching method, universities have not yet found practical alternative teaching methods for the large majority of their courses. Elliott (2005) pointed out that lecturing is mainly a one-way method of communication that does not involve significant audience participation. The students become passive listeners, having little scope for pupil activity, which is against the principle of learning by doing. Lecture methods do not take into consideration individual differences and do not develop the power of reasoning of the students, thereby making learning monotonous for them. Therefore, lecturing is often contrasted with active learning. Lectures delivered by talented speakers can be highly stimulating; at the very least, lectures have survived as a quick, cheap, and efficient way of introducing large numbers of students to a particular field of study.

Collaboration Technique and Peer Tutoring

Before listing the traits that a successful peer tutor must possess, it is necessary to decide whether or not the tutor and tutee are actually peers. Bielaczyc and Piro and Brown (2002) suggested that the educational effects of peer tutoring, both in the long and short run, are contingent upon the degree to which the tutor and tutee are really peers. He asserted that a peer is a person who has equal standing with another, such as in rank, class, or age, and he emphasizes that a peer is an equal, not a superior. In the realm of peer tutoring, equality means two things: both tutor and student believe that

they bring important skills and information to the session. The peer relationship between tutor and student is imperative in that collaborative learning is meant to be a chance for the student to gain knowledge via a learning technique that is very different from the traditional classroom setting. Though one should not consider a peer tutor to be a replacement for the teacher, some students work best in the absence of authority. In the article, "Collaborative Learning Theory and Peer Tutoring Practice," author Bruce (2013) stated, "The general goal of collaborative learning is to replace the alienating, teacher-dominated methods of traditional instruction.

If collaboration is to be productive, Bruffee (2002) maintains that the peer tutor should be a collaborator. This implies that the older or more advanced students, the best students, acted in the stead of their overburdened teachers, helping students to review. In the ASKPETT classroom, students are monitors. They are selected as tutors, who for all intents and purposes serve as class teachers under the direct supervision of the class teacher (Bruffee, 2002). Tutors can be effective collaborators because they share students' status with their tutees. Bruffee (2001) remarked that the degree of peership that tutors maintain with their tutees depends on the way in which the tutors are taught to tutor. Class time also provided an easy format for bringing up questions, concerns, and experiences, as well as any other problems that were occurring in peer tutoring sessions. In the ASKPETT classroom, tutors are expected to act professionally and to apply the knowledge they have gained in class to the tutoring session. These tutors, as they are trained, could be excellent collaborators. In an effective tutor-tutee relationship, peers engage in a give-and-take, a communal struggle to make meaning, to clarify, to communicate. The kind of collaborative learning that marks effective peer tutoring programs is a very basic act of sharing, one that often extends well beyond completing a particular academic exercise. The peer tutoring technique and other kinds of collaborative learning gather power in proportion to the degree of cooperative involvement in the endeavor. Collaborative learning becomes a kind of joint investment, a mutual fund that has many potential yields for both tutor and tutee. In the best peer tutoring, the distinction between tutor and tutee is often blurred.

Methodology

The research design was quasi-experimental study using the Pretest-Posttest control group design. The population for the study will comprises of 398 final year commerce students in all the seven state owned Colleges of Education in South-South zone of Nigeria. The study sample consisted of 230-year three commerce students (145 females and 85 males). The stratified random sampling technique was used to select the four colleges from the seven (7) state owned colleges of Education in the South-South zone. The researcher developed instrument of 60 multiple-choice Test: tagged Commerce Performance Test (CPT) was used for data collection. The reliability coefficient of the instrument was determined using test- retest method.

Result

Research Question

Research Question One: The research question sought to find out the effect of ASK peer Tutoring Technique and lecture method on academic performance of students when taught international trade, (see table 1).

Table 1: Descriptive analysis of the effect of ASK peer Tutoring Technique and lecture method on academic performance of students when taught international trade

Teaching technique	Academic perf. of students in int'l Trade		Mean Gain	Standard Deviation	Mean Difference Between the two techniques
	Pretest	Posttest			
ASK peer tutoring Technique	40.40	79.20	38.80	12.68	18.10
Lecture method	40.70	61.40	20.70	12.96	

From data in Table 1, the pretest scores for Ask peer tutoring Technique was 40.40 while lecture method was 40.70. When the post test scores of lecture method on academic performance was 61.40, Ask peer tutoring technique had higher post test scores of 79.20. The Mean gain for Ask peer tutoring Technique was 38.80, while that of the lecture method was 20.70. Thus, the Mean difference in between the post-test of students that were taught using Ask peer tutoring Technique and lecture method was 18.10. This means that there is remarkable difference in the effect of the ASK peer Tutoring Technique and lecture method on academic performance of students when taught international Trade, (see table 2).

Research Question Two: The research question sought to find out the effect of ASK peer Tutoring Technique and lecture method on academic performance of students when taught Ware – Housing.

Table 2: Descriptive analysis of the effect of ASK peer Tutoring Technique and lecture method on academic performance of students when taught Ware – Housing

Teaching technique	Academic perf. of students in ware – housing		Mean Gain	Standard Deviation	Mean Difference Between the two techniques
	Pretest	Posttest			
ASK peer tutoring Technique	41.55	79.77	38.22	9.10	16.22
Lecture method	43.70	65.70	20.00	12.80	

From data in Table 2, the pretest scores for Ask peer tutoring Technique was 41.55 and lecture method was 43.70. When the post test scores of lecture method on academic performance was 65.70, Ask peer tutoring Technique had higher post test scores of 79.77. The Mean gain for Ask peer tutoring Technique was 38.22 while lecture method was 22.00. Thus, the Mean difference between the post-test of students that were taught using Ask peer tutoring Technique and lecture method was 16.22. This means that there is remarkable difference in the effect of the ASK peer Tutoring Technique and lecture method on academic performance of students when taught ware - housing.

Hypothesis Testing

Hypothesis One: The null hypothesis states that there is no significant difference in the mean performance scores of students taught International Trade using ASK peer tutoring technique and lecture method. In order to test the hypothesis, two variables were identified as follows:

1. Teaching method as the independent variable
2. Academic performance of students in International trade as the dependent variable.

Analysis of covariance was used to analyze the data in order to determine the difference in the mean performance scores of students taught International Trade using ASK peer Tutoring Technique and lecture method (see Table 3).

Table 3: Analysis of covariance of the difference in the in the mean performance scores of students taught International Trade using ASK Peer Tutoring Technique and lecture method

Groups	N	X	SD
Ask Peer Tutoring Technique	120	79.20	12.68
Lecture Method	110	61.40	12.96
Total	230	70.69	15.58

Source of variation	SS	DF	MS	F
Main effect	54740.36	2	27370.18	7198.53*
Intercept	236.12	1	236.12	62.10*
Pre-test	36556.50	1	36556.50	9614.59*
Teaching Method	19172.39	1	19172.39	5042.46*
Within group (error)	863.09	227	3.80	
Total	55603.46	229		

*Significant at 0.05 level; $df = 1 \text{ \& } 227$, Critical F-value = 3.84

Table 4.3 Shows that the calculated F-value of (5042.46) was obtained after testing for significance at 0.05 alpha level with 1 & 227 degree of freedom. The calculated F-value (5042.46) was greater than the table F-value (3.84). Hence, the result was significant. The result therefore means that there is significant difference in the mean performance scores of students taught International Trade using ASK peer tutoring technique and lecture method, meaning that the mean score (79.20) of the students taught with Ask peer method was significantly higher than that of their colleagues taught with lecture teaching method (61.40). The result also shows significant difference between the post-test and pre-test mean scores of the students (9614.59), as it is greater the table F-value (3.84). This therefore means that student's performance in posttest is significantly higher than their performance in pre-test. The result therefore is in agreement with the findings of Morris (2007) who examined the performance of business education students in international trade using Ask peer tutoring and lecture methods in kathmandu metropolitan city of Nepal, using comparative survey design and found that

students taught with Ask peer tutoring teaching method performed significantly better than their counterparts taught with lecture methods.

Hypothesis Two: The null hypothesis states that there is no significant difference in the mean performance scores of students taught Ware - Housing using ASK peer Tutoring Technique and lecture method. In order to test the hypothesis, two variables were identified as follows:

1. Teaching method as the independent variable
2. Academic performance of students in Ware – Housing as the dependent variable.

Analysis of covariance was used to analyze the data in order to determine the difference in the mean performance scores of students taught Ware-Housing using ASK Peer tutoring technique 2 and lecture method (see Table 4).

Table 4: Analysis of covariance of the difference in the means performance scores of students taught Ware-Housing using ASK peer tutoring technique and lecture method

Groups	N	X	SD
Ask Peer Tutoring Technique	120	79.77	9.10
Lecture Method	110	65.70	12.80
Total	230	73.03	13.06

Source of variation	SS	DF	MS	F
Main effect	34931.50	2	17465.75	962.98*
Intercept	1295.24	1	1295.24	71.41*
Pre-test	23575.42	1	23575.42	1299.84*
Teaching Method	16296.97	1	16296.97	898.54*
Within group (error)	4117.148	227	18.14	
Total	39048.65	229		

*Significant at 0.05 level; df= 1 & 227, Critical F-value = 3.84

Table 4 Shows that the calculated F-value of (898.54) was obtained after testing for significance at 0.05 alpha level with 1 & 227 degree of freedom. The calculated F-value (898.54) was greater than the table F-value (3.84). Hence, the result was significant. The result therefore means that there is significant difference in the mean performance scores of students taught Ware - Housing using Ask peer tutoring technique and lecture method, meaning that the mean score (79.77) of the students taught with ask peer method was significantly higher than that of their colleagues taught with lecture teaching method (65.70). The result also shows significant difference between the post-test and pre-test mean scores of the students (1299.84), as it is greater the table F-value (3.84). This therefore means that student's performance in posttest is significantly higher than their performance in pre-test. The result therefore is in agreement with the findings of Wood and Gentile (2003) who, in their study investigated the effectiveness of three teaching strategies in warehousing using demonstration, peer-tutoring, and

lecture strategies of teaching and came up with the finding that students performed significantly at different levels in the three groups and students who were taught using the Ask peer tutoring technique performed outstandingly better than the students who were taught using the lecture method.

Conclusion

Based on the findings of the research work, the following conclusions are deemed necessary:

1. Lecturers in colleges of education in south-south Nigeria adopt various teaching methods when teaching their students.
2. ASK Peer Tutoring Technique creates a better impact on the students than the lecture method on their academic performance when taught international trade.
3. Students taught with the Ask Peer Tutoring Technique do better than their colleagues taught with the lecture method on the academic performance of students when taught Ware -housing.

Recommendations

1. It is also worthy of note that students should be involved in class discussions in order to rapidly develop academically.
2. Appropriate teaching strategies should be adopted by teachers in teaching the students in order to motivate them for higher performance. One of the teaching methods recommended here is the "ask your peers" method of teaching, which gives them the opportunity to make more discoveries at ease.

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