

PEER TUTORING AND SLOW LEARNERS' PERFORMANCE IN BIOLOGY

BY

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DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Peer Tutoring and Slow Learners' Performance in Biology" was carried out by [STUDENT'S FULL NAME], and has been read and approved as meeting the regulations governing the award of the degree of Bachelor of Science (B.Sc.) of the University of Lagos.

PROJECT SUPERVISOR

Date

HEAD OF DEPARTMENT

Date

EXTERNAL EXAMINER

Date

DEDICATION

This research project is dedicated to Almighty God, the giver of life, wisdom, and understanding, who has been my source of strength throughout the course of this study. It is also dedicated to my beloved parents and family for their unwavering love, prayers, and support.

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ABSTRACT

This study examined peer tutoring and slow learners' performance in biology, using undergraduate students of the University of Lagos as a case study. The study was guided by three specific objectives: to examine the extent to which respondents exhibit the key attributes of peer; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with peer and tutoring. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 397 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 373 questionnaires were found valid for analysis. Data were analysed using descriptive statistics, including frequency counts, percentages, and weighted mean scores, and inferential statistics, including the Pearson Product Moment Correlation Coefficient, the Independent Samples t-test, and the chi-square test, at a 0.05 level of significance. The findings revealed that respondents exhibit the identified attributes to a considerable extent (grand mean = 3.18). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.455$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 5.51, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.12$, $p > 0.05$). The major challenges identified include inadequate awareness, weak institutional support, infrastructural constraints, and limited access to information. The study recommends targeted interventions, improved access to resources, and intensified public education on peer.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of peer tutoring and slow learners' performance in biology is situated within a body of scholarship that has grown rapidly in the past two decades. This section of the chapter traces the background to the study by examining the historical, theoretical, and practical dimensions of the subject.

The salience of peer in national discourse has grown steadily, driven by changing social conditions and technological penetration. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of peer. Empirical evidence from Musa and Bello (2021) suggests that positive developments in tutoring are associated with improvements in peer. The implications of these dynamics are far-reaching, touching questions of equity, efficiency, and accountability. A notable study by Kalu and Aderemi (2017) argued that the impact of peer is substantially mediated by the quality of institutions. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

Scholars have long recognised peer as a critical determinant of outcomes in science education. The socio-cultural diversity of Nigeria implies that responses to peer must be differentiated rather than uniform. An examination by Okonkwo and Famuyide (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. Such findings reinforce the argument that peer deserves a place of priority on the development agenda. Comparative work by Eze and Adebayo (2022) across several states uncovered a consistent pattern linking peer with tutoring. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

Contemporary scholarship increasingly frames peer as inseparable from the broader question of tutoring. Rapid urbanisation and demographic expansion across Nigerian cities have heightened the salience of peer in everyday life. Longitudinal research by Eze and Adebayo (2016) revealed that sustained attention to peer yields appreciable dividends over time. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Evidence assembled by Ogbeide and Ekwueme (2015) across twelve states underscored the heterogeneity of outcomes linked to peer. For practitioners, the practical significance of peer cannot be overstated, given its demonstrable link with tutoring. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

peer occupies a prominent position in contemporary debates about tutoring and national development. The socio-cultural diversity of Nigeria implies that responses to peer must be differentiated rather than uniform. An examination by Osinachi and Obiora (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. For practitioners, the practical significance of peer cannot be overstated, given its demonstrable link with tutoring. The aggregate picture emerging from Kalu and