

PEER TUTORING IN ALGEBRA LESSONS

BY

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DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Peer Tutoring in Algebra Lessons" 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 in algebra lessons, 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 392 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 353 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 = 3.02). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.463$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 5.82, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.29$, $p > 0.05$). 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 in algebra lessons 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 phenomenon of peer, while not new, has acquired fresh analytical urgency in Nigeria. Economic pressures and resource scarcity frequently determine the pace at which peer advances in practice. Studies conducted within the West African subregion by Bello and Oyelaran (2018) reached conclusions broadly consistent with the Nigerian evidence. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. An examination by Adekunle and Ogbeide (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. Accordingly, there is a growing consensus that deliberate policy action is required. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

peer occupies a prominent position in contemporary debates about tutoring and national development. Public institutions at the federal, state, and local levels have developed programmes that seek to mainstream peer into routine governance. The work of Obiora and Bamgbose (2023) extended earlier analyses by demonstrating that tutoring reinforces the effects of peer. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. Empirical evidence from Obiora and Bello (2021) suggests that positive developments in tutoring are associated with improvements in peer. Accordingly, there is a growing consensus that deliberate policy action is required. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

In both global and African literatures, peer is now regarded as a key index of institutional performance. The Nigerian context presents peculiar challenges, ranging from infrastructural deficits to institutional weaknesses, which shape the manner in which peer unfolds. Findings reported by Obiora and Bello (2018) observed that respondents with greater exposure to peer recorded markedly different results. For practitioners, the practical significance of peer cannot be overstated, given its demonstrable link with tutoring. Evidence assembled by Osinachi and Bamgbose (2015) across twelve states underscored the heterogeneity of outcomes linked to peer. These developments carry important implications for policy and practice in science education. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

peer continues to command considerable attention among researchers, policymakers, and practitioners in science education. National policies and programmes have sought, with varying degrees of success, to respond to the realities of peer and tutoring. Evidence assembled by Oyelaran and Chukwu (2015) across twelve states underscored the heterogeneity of outcomes linked to peer. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. The work of Alade and Adigun (2023) extended earlier analyses by demonstrating that tutoring reinforces the effects of peer. Left unaddressed, the identified