

PEER TUTORING IN SOLVING NUMERICAL PROBLEMS

BY

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DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Peer Tutoring in Solving Numerical Problems" 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 solving numerical problems, 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 400 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 380 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 = 3.09). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.58$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 7.91, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.16$, $p > 0.05$). 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 solving numerical problems 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.

In recent years, peer has emerged as a central theme in scholarly discourse on science education. Rapid urbanisation and demographic expansion across Nigerian cities have heightened the salience of peer in everyday life. Empirical evidence from Oyelaran and Obiora (2021) suggests that positive developments in tutoring are associated with improvements in peer. Such findings reinforce the argument that peer deserves a place of priority on the development agenda. Findings reported by Nnamdi and Adigun (2018) observed that respondents with greater exposure to peer recorded markedly different results. These observations collectively invite a reconsideration of standard assumptions regarding tutoring. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

peer, when examined in relation to tutoring, reveals complex and often paradoxical dynamics. The Nigerian context presents peculiar challenges, ranging from infrastructural deficits to institutional weaknesses, which shape the manner in which peer unfolds. A notable study by Olawale and Okonkwo (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. The aggregate picture emerging from Musa and Kalu (2023) points to a modest but consistent association between peer and the outcomes of interest. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

In both global and African literatures, peer is now regarded as a key index of institutional performance. Evidence from national agencies indicates that peer has grown considerably in recent times, underscoring the need for systematic inquiry. A notable study by Musa and Kalu (2017) argued that the impact of peer is substantially mediated by the quality of institutions. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Comparative work by Bamgbose and Osinachi (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.

Over the past two decades, peer has become increasingly significant within the Nigerian landscape and beyond. National policies and programmes have sought, with varying degrees of success, to respond to the realities of peer and tutoring. Studies conducted within the West African subregion by Bakare and Kalu (2018) reached conclusions broadly consistent with the Nigerian evidence. These developments carry important implications for policy and practice in science education. The work of Musa and Bamgbose (2023) extended