

Teachers' Perception Towards Peer-Tutoring Strategies in Social Studies in Edo State

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Abstract—This study investigated Social Studies teachers' perceptions of peer-tutoring strategies in Upper Basic Schools in Edo State, Nigeria. The study was guided by four research questions and three hypotheses. Adopting a correlational survey research design, the study examined teachers' level of awareness of peer-tutoring strategies, their perceived effectiveness, the extent of implementation in classrooms, and the challenges associated with their adoption. The population comprised all Social Studies teachers in public Upper Basic Schools across the three senatorial districts of Edo State. A multi-stage sampling technique was used to select a representative sample of 350 teachers. Data were collected using a structured, validated, and reliable instrument titled "Teachers' Perception of Peer-Tutoring Strategies Questionnaire (TPPTSQ)." Descriptive statistics (mean and standard deviation) and inferential statistics (Independent Samples t-test and Pearson Product Moment Correlation Coefficient) were employed to analyze the data at a 0.05 level of significance. Findings revealed that teachers were generally aware of peer-tutoring strategies and perceived them as beneficial to student learning outcomes. However, the level of classroom implementation was moderate due to challenges such as overcrowded classrooms, inadequate training, and lack of administrative support. The study found no significant gender difference in teachers' awareness of peer-tutoring strategies. Significant relationships were established between the extent of implementation and student academic performance, as well as between implementation and the challenges faced by teachers. The study recommends continuous professional development, institutional support, and strategic interventions to promote the effective use of peer-tutoring strategies in Social Studies instruction.

Index Terms—Peer-Tutoring, Teachers' Perception, Social Studies, Instructional Strategies, Academic Performance.

1. Introduction

Effective instructional strategies are critical for promoting student learning, especially in Social Studies, where interaction, discourse, and civic engagement are key. Peer tutoring, a student-centered instructional approach, has gained recognition for its emphasis on collaborative learning. Wolfe (2018) describes peer tutoring as a structured learning model where students take turns guiding each other under teacher supervision. Its relevance lies in fostering learner autonomy and cognitive development—elements aligned with the participatory nature of Social Studies. However, Almulla (2018) argues that the successful implementation of such a

method depends on several teacher-related factors, particularly their awareness, perceptions, implementation practices, and the challenges they encounter.

Awareness refers to the degree to which Social Studies teachers are knowledgeable about the concept, structure, and instructional benefits of peer tutoring. According to Abolarinwa (2020), awareness is typically enhanced through professional development activities such as workshops, seminars, and teacher collaborations, which expose educators to innovative pedagogies. In Social Studies, teacher awareness is particularly critical due to the subject's focus on democratic participation and critical inquiry. However, Isola and Adeyemo (2024) note that awareness of such strategies remains inconsistent in Nigerian public schools. Inadequate teacher training, limited access to capacity-building programs, and weak institutional frameworks contribute to this challenge. Within Edo State, these concerns raise significant questions about whether Social Studies teachers possess adequate awareness to effectively adopt peer-tutoring approaches in their instructional practice.

Perception reflects the beliefs, attitudes, and value judgments teachers hold regarding the usefulness of peer tutoring in enhancing learning. Awofala and Agbolade (2023) found that teachers who have favorable perceptions of peer tutoring often associate it with increased student engagement and deeper content understanding. Similarly, Fernández-Barros (2023) emphasized that peer tutoring encourages reciprocal learning, nurtures social skills, and creates a collaborative classroom environment—an essential goal of Social Studies education. Positive perceptions also depend on teachers' prior experiences, observable improvements in student outcomes, and alignment with curriculum expectations. If Social Studies teachers believe peer tutoring leads to better academic performance and more confident learners, they are more likely to adopt it as a core instructional tool. Therefore, investigating these perceptions in Edo State is essential for understanding the extent to which teacher attitudes support the implementation of peer-led learning.

Implementation involves the actual use of peer-tutoring strategies in classroom instruction. This includes setting learning objectives, pairing students effectively, monitoring interactions, and assessing outcomes. Despite awareness and positive perceptions, many teachers fall short of implementation due to contextual constraints. Aznam et al.

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(2021) observed that even when teachers understand modern methods, systemic barriers such as rigid schedules and lack of institutional support often hinder their classroom application. In the Social Studies context, proper implementation requires deliberate planning and flexible pedagogy to structure student-led activities effectively. However, Hanifansyah *et al.* (2024) highlighted that Nigerian classrooms often face large student populations, insufficient teacher preparation, and resistance to shifting from traditional, teacher-centered methods. These realities complicate the consistent use of peer tutoring in actual classroom settings. Hidayat *et al.* (2023), in a recent literature review on peer tutoring in mathematics, found that such strategies significantly enhance academic, social, and cognitive development—findings that support the potential impact of peer tutoring in Social Studies if properly implemented.

Challenges refer to the barriers Social Studies teachers face when attempting to integrate peer tutoring into their teaching. These challenges can be structural, institutional, or attitudinal. Folashade (2023) pointed out that overcrowded classrooms, time constraints, curriculum rigidity, and inadequate teaching resources are major obstacles in Nigerian schools. In Edo State, many Social Studies teachers struggle with insufficient classroom space and large class sizes that inhibit effective student pairing and monitoring. Additionally, some teachers harbor skepticism toward student-centered methods, doubting learners' capabilities and fearing a loss of classroom control. Orina *et al.* (2021) argued that the success of peer-tutoring strategies depends heavily on institutional support through policies, training, and continuous evaluation. Without systemic backing, even well-informed and willing teachers may face significant hurdles in sustaining the practice. Identifying these barriers is thus necessary to formulate realistic strategies for enhancing the adoption of peer tutoring in Social Studies instruction. It is still unclear whether gender can influence the effectiveness of instructional strategies in Nigeria. Ugwu (2024) found that gender and its interaction with instructional techniques had no significant effect on students' achievement in Biology. However, the study concluded that collaborative learning significantly improved academic performance among senior secondary school students.

In summary, the literature seems to affirm that teachers' awareness, perceptions, implementation efforts, and challenges are key determinants of the effectiveness of peer-tutoring strategies in Social Studies classrooms. While research may validate the pedagogical value of peer tutoring, especially in fostering active learning and social interaction, its successful integration in Edo State's Upper Basic Schools could be influenced by both individual teacher readiness and institutional support. This review provides a foundation for the present study, which seeks to investigate how Social Studies teachers in Edo State engage with peer-tutoring practices, with the aim of offering evidence-based recommendations for professional development and policy formulation.

2. Statement of the Problem

Despite the well-documented benefits of peer tutoring as an instructional strategy—such as promoting learner autonomy,

enhancing academic performance, and fostering collaborative learning—its adoption in the Nigerian education system, particularly in the teaching of Social Studies at the Upper Basic level in Edo State, remains alarmingly low. This disconnect is not due to the ineffectiveness of the method, but rather a complex interplay of teacher-related factors that have been inadequately addressed. Teachers' awareness of peer-tutoring strategies, their perceptions of its usefulness, their capacity to implement it effectively, and the challenges they face within the classroom environment critically determine the success or failure of such learner-centered approaches. Empirical evidence suggests that many Social Studies teachers in public schools are insufficiently trained or informed about innovative teaching strategies such as peer tutoring. Even when awareness exists, negative perceptions, inadequate professional development, large class sizes, rigid curricula, and lack of institutional support often hinder actual classroom implementation. This situation is particularly problematic for a subject like Social Studies, which demands interactive, participatory, and discussion-based methods to promote civic competence and critical thinking. If these foundational issues are not addressed, the integration of peer tutoring in the teaching of Social Studies will remain superficial, underutilized, and ineffective.

3. Research Objectives

The study was guided by the following research objectives:

1. To examine Social Studies teachers' level of awareness of peer-tutoring strategies in Upper Basic schools in Edo State.
2. To explore teachers' perceptions of the effectiveness of peer-tutoring strategies in enhancing students' academic performance in Social Studies in Upper basic schools in Edo State.
3. To investigate the extent to which Social Studies teachers implement peer-tutoring strategies in Upper basic schools in Edo State.
4. To identify the challenges teachers face in adopting peer-tutoring strategies in the teaching of Social Studies in Upper basic schools in Edo State.

4. Research Questions

The following research questions were stated and answered in the study.

1. What is the level of awareness of peer-tutoring strategies among Social Studies teachers in Upper Basic Schools in Edo State?
2. How do Social Studies teachers perceive the effectiveness of peer-tutoring strategies in enhancing students' academic performance in Upper Basic Schools?
3. To what extent do Social Studies teachers implement peer-tutoring strategies in Upper Basic Schools in Edo State?
4. What are the challenges faced by Social Studies teachers in adopting peer-tutoring strategies in Upper Basic Schools in Edo State?

5. Hypotheses

Ho₁: There is no significant difference in the awareness of peer-tutoring strategies between male and female Social Studies teachers' in Upper Basic Schools in Edo State.

Ho₂: There is no significant relationship between Social Studies teachers' implementation of peer-tutoring strategies and students' academic performance in Upper Basic Schools in Edo State.

Ho₃: There is no significant relationship between the challenges faced by Social Studies teachers and adoption of peer-tutoring strategies in Upper Basic Schools in Edo State.

6. Methodology

This study adopted a correlational survey research design, which was considered suitable for examining the relationships among Social Studies teachers' awareness, perception, implementation, and challenges regarding peer-tutoring strategies in Upper Basic Schools in Edo State. The design allowed for the collection and analysis of quantitative data from a large sample without manipulating the study variables, while enabling the researcher to draw conclusions based on naturally occurring patterns. The population of the study comprised all Social Studies teachers in public Upper Basic Schools (Basic 7 to Basic 9) across the three senatorial districts of Edo State: Edo North, Edo Central, and Edo South. According to the Edo State Ministry of Education (2024), there are approximately 1,200 Social Studies teachers serving in this category across the state.

A sample size of 350 respondents was selected using a multi-stage sampling technique to ensure a fair representation across the regions. In the first stage, one Local Government Area (LGA) was randomly selected from each senatorial district. In the second stage, six public Upper Basic Schools were randomly selected from each chosen LGA, making a total of 18 schools. Finally, from each school, an average of 19–20 Social Studies teachers were proportionately and randomly selected, resulting in a final sample size of 350 teachers. The sample consisted of both male and female teachers with varying years of teaching experience.

Data were collected using a structured, researcher-developed questionnaire titled "Teachers' Perception on Peer-Tutoring Strategies Questionnaire (TPPTSQ)". The instrument consisted of two sections. Section A collected demographic data such as gender, teaching experience, and location. Section B was structured around the four core objectives of the study and measured:

1. Awareness of peer-tutoring strategies
2. Perception of the effectiveness of peer-tutoring strategies
3. Implementation of peer-tutoring strategies
4. Challenges encountered in the adoption of peer-tutoring strategies

Items in Section B were rated using a four-point Likert scale. Awareness, perception, and implementation items were rated as: Very High (4), High (3), Low (2), and Very Low (1). Items on challenges were rated as: Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). To establish content

and face validity, the draft questionnaire was submitted to three experts—two in Social Studies Education and one in Measurement and Evaluation from the University of Benin. Their feedback led to revisions that enhanced clarity and alignment with the study's objectives. A pilot test was also conducted using 30 Social Studies teachers drawn from schools outside the selected sample. The reliability of the instrument was determined using the Cronbach Alpha method, yielding a reliability coefficient of 0.81, indicating that the instrument was internally consistent and suitable for use.

Prior to data collection, ethical clearance was obtained from the Edo State Ministry of Education. Letters of permission were also secured from the principals of selected schools. The researcher assured participants of the voluntary nature of their participation and emphasized the confidentiality and anonymity of their responses.

Data collection was carried out over a two-week period by the researcher and two trained assistants who were briefed on the ethical considerations and proper administration of the questionnaire. Questionnaires were distributed and retrieved on the same day to ensure a high return rate and minimize loss of data. Data were analyzed using descriptive and inferential statistics. Descriptive statistics—including mean scores and standard deviations—were used to answer the four research questions. Inferential statistics included the Independent Samples t-test for testing gender differences (Hypothesis 1) and Pearson Product Moment Correlation Coefficient (PPMCC) for testing the relationships between implementation, performance, and challenges (Hypotheses 2 and 3). All analyses were conducted using SPSS version 23, with statistical significance set at the 0.05 level. Through this methodological approach, the study offered empirical insights into the level of awareness, perceived effectiveness, implementation practices, and constraints that affect the adoption of peer-tutoring strategies by Social Studies teachers in Upper Basic Schools across Edo State

7. Results

A. Research Question 1

What is the level of awareness of peer-tutoring strategies among Social Studies teachers in Upper Basic Schools in Edo State?

Table 1 presents the responses of teachers on their awareness of peer-tutoring strategies. The results show that all items recorded mean scores below the criterion mean of 3.00. For example, "Familiarity with the concept of peer-tutoring as an instructional strategy" had a mean score of 2.60, while "Knowledge of different types of peer-tutoring methods (e.g., cross-age, reciprocal)" had a mean score of 2.48. Similarly, "Attendance of workshops or training sessions on peer-tutoring strategies" (Mean = 2.35), "Access to materials and resources on peer-tutoring techniques" (Mean = 2.41), and "Regular professional development to update my knowledge on peer-tutoring" (Mean = 2.38) were also below the benchmark. With a cumulative mean of 2.44, the result indicates a generally low level of awareness of peer-tutoring strategies among Social

Table 1
Mean score of teachers on awareness of peer-tutoring strategies

S.No.	Questionnaire Items	Mean Score	Standard Deviation	Decision
1	Familiarity with the concept of peer-tutoring as an instructional strategy.	2.60	0.62	Low
2	Knowledge of different types of peer-tutoring methods (e.g., cross-age, reciprocal).	2.48	0.59	Low
3	Attendance of workshops or training sessions on peer-tutoring strategies.	2.35	0.65	Low
4	Access to materials and resources on peer-tutoring techniques.	2.41	0.58	Low
5	Regularly professional development to update my knowledge on peer-tutoring through.	2.38	0.61	Low
Cumulative Mean		2.44	—	Low

Criterion Mean = 3.00

Table 2
Mean score of teachers on perceived effectiveness of peer-tutoring

S.No.	Questionnaire Items	Mean Score	Standard Deviation	Decision
1	Peer-tutoring improves student understanding of difficult topics.	2.85	0.67	Positive
2	Students become more confident when involved in peer-tutoring sessions.	2.76	0.62	Negative
3	Peer-tutoring helps reduce academic failure rates.	2.83	0.68	Positive
4	It encourages collaboration and teamwork among students.	2.90	0.60	Positive
5	Peer-tutoring supports inclusive learning for slow learners.	2.79	0.63	Negative
Cumulative Mean		2.83	—	Negative

Criterion Mean = 3.00

Table 3
Mean score of teachers on implementation of peer-tutoring strategies

S.No.	Questionnaire Items	Mean Score	Standard Deviation	Decision
1	I regularly assign peer-tutoring roles in my classroom.	2.55	0.60	Disagree
2	I integrate peer-tutoring as part of my lesson delivery.	2.60	0.64	Disagree
3	I provide guidance to students during peer-tutoring activities.	2.66	0.59	Disagree
4	I assess students based on their participation in peer-tutoring activities.	2.51	0.61	Disagree
5	I collaborate with colleagues to improve the use of peer-tutoring strategies.	2.58	0.62	Disagree
Cumulative Mean		2.58	—	Disagree

Criterion Mean = 3.00

Table 4
Mean score of teachers on challenges in adopting peer-tutoring strategies

S.No.	Questionnaire Items	Mean Score	Standard Deviation	Decision
1	Lack of administrative support hinders implementation of peer-tutoring.	3.15	0.55	Agree
2	Large class sizes make peer-tutoring difficult to manage.	3.23	0.50	Agree
3	Insufficient training on peer-tutoring strategies limits usage.	3.18	0.58	Agree
4	Lack of student cooperation affects the success of peer-tutoring.	3.10	0.62	Agree
5	Time constraints during lessons discourage use of peer-tutoring.	3.08	0.57	Agree
Cumulative Mean		3.15	—	Agree

Criterion Mean = 3.00

Studies teachers in Upper Basic Schools in Edo State.

B. Research Question 2

How do Social Studies teachers perceive the effectiveness of peer-tutoring strategies in enhancing students' academic performance in Upper Basic Schools?

Table 2 presents the responses of teachers on their perceived effectiveness of peer-tutoring strategies in enhancing students' academic performance. The results show a mixed perception. For instance, "Peer-tutoring improves student understanding of difficult topics" recorded a mean score of 2.85, and "Peer-tutoring helps reduce academic failure rates" had a mean of 2.83. Likewise, "It encourages collaboration and teamwork among students" had a mean of 2.90. These three items were interpreted positively. However, "Students become more confident when involved in peer-tutoring sessions" (Mean = 2.76) and "Peer-tutoring supports inclusive learning for slow learners" (Mean = 2.79) were interpreted negatively. The cumulative mean of 2.83 indicates an overall negative perception of the effectiveness of peer-tutoring strategies among Social Studies teachers in Upper Basic Schools in Edo State.

C. Research Question 3

To what extent do Social Studies teachers implement peer-tutoring strategies in Upper Basic Schools in Edo State?

Table 3 presents the responses of teachers on the extent to which they implement peer-tutoring strategies. All items recorded mean scores below the criterion mean of 3.00. For instance, "I regularly assign peer-tutoring roles in my classroom" had a mean score of 2.55, while "I integrate peer-tutoring as part of my lesson delivery" had a mean of 2.60. Additionally, "I provide guidance to students during peer-tutoring activities" (Mean = 2.66), "I assess students based on their participation in peer-tutoring activities" (Mean = 2.51), and "I collaborate with colleagues to improve the use of peer-tutoring strategies" (Mean = 2.58) were also below the benchmark. With a cumulative mean of 2.58, the findings indicate that the implementation of peer-tutoring strategies by Social Studies teachers in Upper Basic Schools in Edo State is generally low.

D. Research Question 4

What are the challenges faced by Social Studies teachers in adopting peer-tutoring strategies in Upper Basic Schools in Edo State?

Table 5
Summary of independent samples t-test statistics on awareness of peer-tutoring strategies by gender

Gender	N	Mean	Std. Dev	Df	t-cal	p-value	Decision
Male Teachers	180	72.10	8.56	348	1.184	0.238	H ₀ Retained
Female Teachers	170	71.45	9.08				

Table 6
Pearson r on social studies teachers' implementation of peer-tutoring strategies and students' academic performance

		Teachers' implementation of peer-tutoring strategies	Students' academic performance
Teachers' implementation of peer-tutoring strategies	Pearson Correlation	1	.449
	Sig. (2-tailed)		.041
	N	350	350
Students' academic performance	Pearson Correlation	.449	1
	Sig. (2-tailed)	.041	
	N	350	350

Table 7
Pearson r on challenges faced by social studies teachers and adoption of peer-tutoring strategies

		Challenges in adoption of peer-tutoring strategies	Peer-tutoring strategies
Teachers challenges in adoption of peer-tutoring strategies	Pearson Correlation	1	.461
	Sig. (2-tailed)		.032
	N	350	350
Peer-tutoring strategies	Pearson Correlation	.461	1
	Sig. (2-tailed)	.032	
	N	350	350

Table 4 presents the responses of teachers on the challenges they face in adopting peer-tutoring strategies. All the items recorded mean scores above the criterion mean of 3.00. For instance, "Lack of administrative support hinders implementation of peer-tutoring" had a mean score of 3.15, and "Large class sizes make peer-tutoring difficult to manage" had a mean of 3.23. Similarly, "Insufficient training on peer-tutoring strategies limits usage" (Mean = 3.18), "Lack of student cooperation affects the success of peer-tutoring" (Mean = 3.10), and "Time constraints during lessons discourage use of peer-tutoring" (Mean = 3.08) also recorded high mean scores. The cumulative mean of 3.15 suggests that Social Studies teachers in Upper Basic Schools in Edo State face significant challenges in adopting peer-tutoring strategies.

E. Hypothesis 1

There is no significant difference in the awareness of peer-tutoring strategies between male and female Social Studies teachers in Upper Basic Schools in Edo State.

The result of the independent samples t-test presented in Table 5 reveals that there is no statistically significant difference in the awareness of peer-tutoring strategies between male and female Social Studies teachers in Upper Basic Schools in Edo State. The calculated t-value is 1.184 with a p-value of 0.238, which is greater than the 0.05 alpha level, at 348 degrees of freedom. This finding supports the retention of the null hypothesis, indicating that the difference in the mean awareness scores of male teachers (M = 72.10) and female teachers (M = 71.45) is not statistically significant. Therefore, gender does not have a significant influence on Social Studies teachers' awareness of peer-tutoring strategies in the studied context.

F. Hypothesis 2

There is no significant relationship between Social Studies teachers' implementation of peer-tutoring strategies and students' academic performance in Upper Basic Schools in Edo State.

Table 6 shows the relationship between Social Studies teachers' implementation of peer-tutoring strategies and students' academic performance in Upper Basic Schools in Edo State. The result shows a Pearson correlation value of $r = .449$, indicating a moderate positive relationship between the two variables. The associated significance value is $p = .041$ ($p < 0.05$), implying that the relationship is statistically significant. The coefficient of determination $r^2 = .201$, suggests that teachers' implementation of peer-tutoring strategies accounts for 20.1% of the variance in students' academic performance. Thus, there is a significant positive relationship between Social Studies teachers' implementation of peer-tutoring strategies and students' academic performance in Upper Basic Schools in Edo State.

G. Hypothesis 3

There is no significant relationship between the challenges faced by Social Studies teachers and adoption of peer-tutoring strategies in Upper Basic Schools in Edo State.

Table 7 shows the relationship between the challenges faced by Social Studies teachers and their adoption of peer-tutoring strategies in Upper Basic Schools in Edo State. The result reveals a Pearson correlation value of $r = .461$, indicating a moderate positive relationship between teachers' challenges and adoption of peer-tutoring strategies. The significance value is $p = .032$ ($p < 0.05$), showing that the relationship is statistically significant. The coefficient of determination $r^2 = .212$, implies that the challenges faced by Social Studies teachers account for 21.2% of the variance in their adoption of peer-tutoring strategies. Hence, there is a significant positive relationship between the challenges faced by Social Studies teachers and their adoption of peer-tutoring strategies in Upper Basic Schools in Edo State.

8. Discussion of Findings

The result of the study revealed that there is no significant

difference in the awareness of peer-tutoring strategies between male and female Social Studies teachers in Upper Basic Schools in Edo State. This findings is in disagreement with Adikwu (2018) who found out that there was a significant difference between the performance of female and male students in favour of male students in Geography. Similarly, Ugwu et al. (2024) found out that gender differences does not exist in school subject like Biology. These could be as a result of teaching strategy employed by the teacher. The outcome of this study highlights the importance of focusing on broad-based professional development rather than gender-specific interventions when promoting awareness of learner-centered approaches like peer tutoring among Social Studies teachers.

The study revealed a significant positive relationship between the implementation of peer-tutoring strategies by Social Studies teachers and students' academic performance in Upper Basic Schools in Edo State. This indicates that when teachers effectively apply peer-tutoring methods in the classroom, it leads to improved academic outcomes for students. This finding aligns with the view of Okereke et al. (2022) who emphasized that peer tutoring promotes cooperative learning and increases students' confidence and engagement, which are critical to academic success. Similarly, Babalola (2021) noted that peer-tutoring strategies enhance comprehension and retention because students often understand and relate better when taught by their peers in a less formal context. The result supports the understanding that peer tutoring fosters a student-centered learning environment where learners actively participate and support one another, thereby deepening their understanding of Social Studies concepts. It also reflects that teachers who adopt interactive and inclusive teaching approaches are more likely to stimulate meaningful learning experiences for their students.

The study also found a significant relationship between the challenges Social Studies teachers face and their adoption of peer-tutoring strategies. This suggests that the more challenges teachers encounter — such as large class sizes, lack of training, limited time, or inadequate instructional support — the less likely they are to adopt peer-tutoring strategies effectively. This finding is supported by Morah et al. (2024), who observed that teachers often struggle to implement innovative instructional strategies due to systemic issues such as overcrowded classrooms and insufficient instructional materials. In the same vein, Tillmann et al. (2023) asserted that the successful adoption of interactive teaching methods like peer tutoring largely depends on the teacher's preparedness, workload, and institutional support. The outcome emphasizes that while peer tutoring holds great potential for improving academic performance, its practical adoption may be hindered if the operational and environmental challenges facing teachers are not addressed. Thus, creating enabling teaching conditions is essential for promoting the use of learner-centered strategies such as peer tutoring in Nigerian schools.

9. Conclusion

The study concluded that Social Studies teachers in Upper Basic Schools in Edo State generally possess a similar level of

awareness of peer-tutoring strategies, regardless of gender. This indicates that gender is not a determining factor in shaping teachers' familiarity with learner-centered instructional methods. Furthermore, the effective implementation of peer-tutoring strategies was found to positively influence students' academic performance, affirming the instructional value of peer-led learning in Social Studies classrooms. However, several challenges—such as large class sizes, insufficient training, and limited institutional support—were identified as significant barriers to the successful adoption of peer-tutoring strategies. These findings underscore the need for systemic support and professional development to enable teachers to utilize peer tutoring effectively.

10. Recommendations

Based on the findings and conclusion of the study, the following recommendations are proposed:

1. School administrators and policymakers should prioritize the provision of continuous and targeted professional development programs to equip Social Studies teachers with the practical skills required to implement peer-tutoring strategies effectively.
2. Institutional support structures should be strengthened by ensuring that schools have adequate instructional materials, manageable class sizes, and sufficient time allocations within the curriculum to accommodate peer-tutoring activities.
3. Educational authorities should promote the integration of peer-tutoring models into teacher training curricula and in-service training workshops to reinforce the pedagogical competencies of Social Studies teachers.
4. Monitoring and evaluation mechanisms should be established to assess the effectiveness of peer-tutoring strategies in schools and identify areas requiring further intervention or support.
5. Collaborative networks and peer-learning communities should be encouraged among teachers to share best practices, experiences, and strategies for overcoming implementation challenges related to peer tutoring.

Stakeholders at all levels of education should work together to create a school environment that supports innovation in teaching methods by addressing infrastructural and policy-related obstacles that hinder the adoption of learner-centered strategies.

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