International Journal of Premium Advanced Educational Research

Journal Home Page: http://ijpaer.org Print ISSN: 3092-9776; Online ISSN: 3115-5464

EFFECTIVENESS OF THINK-PAIR-SHARE AND PEER TUTORING INSTRUCTIONAL STRATEGIES ON SECONDARY SCHOOL STUDENTS' ACADEMIC ACHIEVEMENT IN GOVERNMENT IN DELTA STATE, NIGERIA

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Article Details

Volume: 02

Issue: 01

Pages: 125-134

Month: January

Year: 2026

DOI: https//doi.org/10.5281/zenodo.18329788

Recommended Citation for APA 7th Edition:

Ikwuka, O.I., Anyima, F.F., & Akudolu, L. (2026). Effectiveness of think-pair-share and peer tutoring instructional strategies on secondary school students' academic achievement in Government in Delta State, Nigeria. *International Journal of Premium Advanced Educational Research, 2*(1), 125-134. DOI: https//doi.org/10.5281/zenodo.18329788

Abstract

The study investigated the effectiveness of think-pair-share and peer tutoring instructional strategies on secondary school students' academic achievement in Government in Delta State. One research question guided the study, while one null hypothesis was tested at a 0.05 level of significance. A quasi-experimental design was adopted for the study. Specifically, the pretest, posttest, non-randomized experimental groups were used. The population of the study comprised 4894 Senior Secondary School year two (SS2) students offering Government in the 178 public secondary schools in Delta North Senatorial District. The sample size was 150 SS 2 students offering Government in the Delta North Senatorial District. Simple and purposive sampling techniques were used at different stages of sampling. The Government Achievement Test (GAT), which was validated by three experts, was used for data collection. The reliability of the instrument was established using the Kuder Richardson-21 (KR-21) formula, which yielded a coefficient of 0.84. Data were analyzed using mean, standard deviation, and Analysis of Covariance (ANCOVA). The findings revealed that the think-pair-share instructional strategy was more effective in teaching Government than the peer tutoring instructional strategy. More so, the results revealed that the peer tutoring instructional strategy was better than the conventional instructional method in enhancing student achievement in Government. Based on the findings of the study, the following recommendations were proffered, among others, that Government teachers should adopt think-pair-share and peer tutoring instructional strategies when teaching in order to enhance students' achievement in Government. Again, students and Government teachers should be trained properly in the use of Think-Pair-Share and Peer tutoring instructional strategies in teaching students, especially in teacher training institutions.

Keyword: Academic Achievement, Government, Instructional Strategies, Peer Tutoring, Secondary School, Think-Pair-Share

1.1 Introduction

Government as a social science deals with the study of agencies, political structures and processes. In other words, Government is a subject that deals with how a state is managed or governed. According to Muraina *et al*. (2024), Government as a subject in senior secondary school

is referred to as an academic field of study that deals with the study of agencies, political institutions and dynamics of the state. Government became a compulsory subject for students in arts who intend to further their academic career either at the college of education, polytechnic, or university level in social science, such as political science, public administration, international relations, to mention a few (Hamudy, 2020).

Government was introduced into the curriculum to expose learners to the importance of unity, harmony, and good governance in building a great nation. It takes its root from political science. While political science is taught in higher institutions, Government is taught in senior secondary schools (Dibie, 2025). As an academic field of study, the focus of Government is to help students understand the institutions of the state (country) and the process of governance. This understanding encourages individuals as citizens to actively participate in the process of national development. Its goal is to equip individuals with knowledge and understanding of the political currents in Nigeria and the world, and equip them with knowledge and skills to become active participants in the political process of their societies (Nigerian Education Research and Development Council, 2014).

Within the realm of secondary education in Nigeria, particularly in Delta State, the subject of Government holds a significant role in shaping students' understanding of civic responsibilities, governance structures, and societal dynamics. The teaching and learning of Government is necessary in schools because it acquaints learners with basic principles of governance, fundamental human rights, duties and obligations. The subject also enables students to understand properly the pattern of governance as well as the problems of other states (Ifeanyi & Ugwu, 2022). However, despite the importance of Government education, students' achievement in this subject remains a concern in Delta State. According to an analysis of the Chief Examiner's Report from the West African Examination Council (WAEC) from 2020 to 2024, students' performance in Government is declining, with the poorest performance recorded in 2023. Based on this deplorable trend of poor performance, the educational landscape is continuously evolving with Government educators seeking innovative and effective instructional methods to enhance student learning outcomes. Two of such pedagogical approaches that have garnered attention are Peer-Tutoring and Think-Peer-Share methods.

Think-pair-share is a cooperative learning strategy that includes three time components, namely: time for thinking, time for sharing with a partner and time for each pair to share with the whole group or class (Parker & Asare, 2023). It is a collaborative learning strategy in which students work together to solve a problem or answer a question. This technique requires students to think individually about a topic or an answer to a question and share ideas with classmates using think-pair-share allows the teacher to gain insight into the quality of student understanding when teacher instruction is provided in a way that would be more beneficial to learners. Additionally, the think–pair–share strategy helps students think independently, pair up and discuss with a classmate or in small groups, and share their knowledge with the class. The teacher asks open-ended questions and students think quietly about them for a minute or two to five minutes. After that, the whole class engages in a discussion where students raise their hands and share all the

thoughts and ideas they have gathered. The think-pair-share strategy is designed to differentiate instruction by providing students time and structure for thinking on a given topic, enabling them to formulate individual ideas and share these ideas with a peer. This learning strategy promotes classroom participation by encouraging a high degree of pupil response, rather than using basic methods in which the teacher poses a question and one student offers a response.

Peer tutoring is an agreeable learning system that comprises student organizations, connecting high-achieving students with low-achieving students or those with identical accomplishments for organized reading and study sessions. Peer tutoring is not a new concept; it is as old as any form of collaborative or community action and has probably always taken place implicitly or vicariously (Widoro *et al.* 2024). Moreno and Duran (2022) see peer-tutoring as a method of cooperative learning based on the creation of pairs of students with a loop-sided relationship, that is, the tutor and the tutee do not have equal academic ability but they share a common goal. For peer tutoring to be successfully implemented in the classroom, three major actors are required: the tutor, the tutee and the facilitator. A tutor is a student who serves as a teacher and teaches other students in an organized learning environment, though not a professional teacher (Okoye, 2024). Based on that, Olulowo *et al* (2020) stated that there are six variants of peer tutoring that may be used in various classroom learning situations, which often may be combined as the case may be for effectiveness in learning. These are: the Cross-Age Peer Tutoring, the Reciprocal Peer Tutoring, Peer Assisted Strategy, Fixed Peer Tutoring, One-Way Peer Tutoring and Class-Wide Peer Tutoring.

The Cross-Age peer tutoring is a type of peer tutoring where an older student is chosen, paired and grouped together to teach younger students. An example may be an SSI student who was chosen to teach JSI students how to solve certain problematic concepts in a particular subject. The Reciprocal peer tutoring requires students to exchange roles; more brilliant students are paired with less brilliant students during each session, with equitable time in each role. A peer-assisted learning strategy is where students are paired with students of around the same ability level. The tutor and tutee's roles can change based on which student needs help in a particular subject area. For example, one student may help his partner with a government problem and then the partner may change roles and help the other with a mathematics problem. In this type of peer tutoring, every student has the opportunity to function as either a tutor or tutee at different times in different areas. In fixed peer tutoring, students do not switch roles throughout the session. This means that in each group or pair, the tutor remains the tutor, likewise the tutee remains the tutee. One-way peer tutoring is a method where only the trained tutor is allowed to teach other students and the other students remain passive throughout the teaching and learning session. This method is basically used for teaching students with disabilities.

Class-wide peer tutoring is a method where the entire class is divided into various small groups of five to six students. The groups should include students of different ability levels. Each student, irrespective of his/her ability level, acts either as a tutor or tutee. In other words, in this type, the role is rotational. Every student has the chance of being a tutor or tutee. This method makes students participate actively in the learning process, both during individualized and

collaborative learning processes. Equally, it helps to facilitate students' mastery of any lesson content or subject matter. In essence, this study is primarily concerned with Class-wide peer tutoring as it provides an opportunity for all the students to alternate and serve the role of a tutor or tutee. This will help to stimulate them to get prepared at all times for any lesson due to the possibility of an impromptu appointment or role before the tutoring session. This may lead to the achievement of the instructional objective of any given lesson while enhancing students' academic achievement.

Academic achievement is the process of determining the extent of learners' understanding of a subject matter or learning content. Ikwuka *et al.* (2025) asserted that academic achievement is the criterion for measuring the extent of students' level of knowledge acquisition. In this study, achievement in Government is the level of one's comprehension, involvement and accomplishment in Government, which was measured using the Government Achievement Test (GAT). Students' achievement in various subjects using think-pair-share and peer tutoring strategies has been investigated by different researchers and the results obtained were inclusive. For instance, some researchers (Akanmu, 2019; Lee and Boo, 2022; Ansuategui and Miravet, 2020; Kayode, 2021) observed that the Think-Pair-Share Instructional Strategy (TPSIS) and Peer Tutoring Instructional Strategy (PTIS) promoted higher-order thinking, peer engagement, and active participation, which may explain their superior performance. Similarly, Balogun (2025) and Bamiro (2015) reported that the Think-Pair-Share Instructional Strategy (TPSIS) and Peer Tutoring Instructional Strategy (PTIS) significantly enhanced achievement.

It is interesting to note that students' achievement in various subjects using think-pair-share and peer tutoring strategies with either conventional method or other instructional methods have been investigated by different researchers and the results obtained were inconclusive. For instance, Azubuike (2024); Lee and Boo (2022) found that PTIS group performed significantly better than those taught conventionally. The comparatively low performance of the Conventional Instructional Method aligns with existing literature indicating that teacher-centered methods do not adequately promote students' active involvement, critical thinking, or application of knowledge (Akpokoniovo and Akudolu, 2023; Lawrence and Ezegbe, 2024). In contrast, some researchers (Bukar and Yakubu, 2025; Kalu-Uche and Ogbonna, 2021; Nwaukwa, 2019) reported that no significant difference existed between cooperative strategies and conventional methods. Given the inconclusiveness of the result, this study sought to determine the effectiveness of think-pair-share and pair tutoring instructional strategies on the academic achievement of secondary school students in Government in Delta State, Nigeria.

1.2 Research Questions

The following research questions guided the study.

1. What are the Pre-test and Post-test Mean Academic Achievement scores of students taught using the Think-Pair-Share Instructional Strategy (TPSIS), Peer Tutoring Instructional Strategy and those taught using the Conventional Instructional Method (CIM)?

1.3 Hypothesis

The following hypotheses were tested at the 0.05 level of significance:

1. There is no significant difference between the Pre-test and Post-test Mean Academic Achievement Scores of students taught Government using the Think-Pair-Share Instructional Strategy (TPSIS), Peer Tutoring Instructional Strategy (PTIS) and those taught using the conventional instructional method (CIM).

2. Method

The study adopted a quasi-experimental, non-randomized pretest-posttest control group design. The population of the study consists of all 4,894 SS2 students offering Government in nine Local Government Areas in 178 public secondary schools in Delta North Senatorial District. The sample size for the study consisted of 150 SS2 students for the 2024/2025 academic session, obtained from 166 co-educational public secondary schools from the 178 public secondary schools in Delta North Senatorial District, Delta State. A multi-stage sampling procedure was used for sample selection. The instrument for data collection was Government Achievement Test (GAT) of 40 multiple choice questions obtained from WAEC and NECO past question papers of 2021-2024 based on the four selected Government concepts, which were the focus of the study. The GAT was validated by three experts, one lecturer in Measurement and Evaluation from Nnamdi Azikiwe University, Awka, one other lecturer in the Curriculum unit of University of Delta, Agbor and one experienced Government teacher from one of the selected secondary schools. The reliability of the GAT was determined using Kuder- Richardson -21 (K-21), which yielded a coefficient index of 0.84.

Experimental Group I

The actual teaching and learning lasted for four weeks. The students in the Experimental group I were taught Government concepts of electoral process, public opinion, public corporation and civil services using the think–pair–share instructional strategy (TPSIS). The treatment was conducted following these procedural activities**:** The thinking stage, the pairing stage and the sharing stage.

Experimental Group II

The experimentation in this group, just like the experimental group, lasted for four weeks. The students in this experimental group II were taught the same Government content of the electoral process, public opinion, public corporation and civil service using a peer tutoring instructional strategy. The treatment was carried out through the following procedures: pre-class learning activity; out-of-class learning activity and while-teaching or in-class teaching and learning activity.

Mean and standard deviation scores were used to answer the research questions, while the null hypotheses were tested at the 0.05 level of significance using Analysis of Covariance (ANCOVA). Post Hoc test was used to find out where the differences in the achievement of the three groups lie. The decision rule was that if the calculated value was greater than the significance value, the null hypothesis was rejected; otherwise, the null hypothesis was not rejected.

3. Results

Table 1: Pre-test and Post-test Mean Achievement Scores of Students taught Government using Think-Pair-Share Instructional Strategy (TPSIS), Peer Tutoring Instructional Strategy (PTIS) and those taught using Conventional Instructional Method (CIM)

Groups	N	Pre-test		Post-test		Mean Gain	Adjusted Mean
		Mean	SD	Mean	SD		
TPSIS	55	69.76	1.68	80.40	6.244	10.64	81.12
PTIS	45	70.00	3.38	76.24	6.59	6.24	75.48
CIM	50	67.78	5.93	69.06	9.38	1.28	70.31

Results in Table 1 show various means on achievement pretest and post test scores of the students taught Government using Think-Pair-Share Instructional Strategy (TPSIS), Peer Tutoring Instructional Strategy (PTIS) and Conventional Instructional Method (CIM). From Table 1, the gain in mean of the achievement scores showed that Think-Pair-Share Instructional Strategy (TPSIS) has 10.64, the gain in mean of the achievement showed that Peer Tutoring Instructional Strategy (PTIS) has 6.24 while Conventional Instructional Method (CIM) gained 1.28. The mean difference between the Think-Pair-Share Instructional Strategy (TPSIS), Peer Tutoring Instructional Strategy (PTIS) and Conventional Instructional Method (CIM) revealed that Think-Pair-Share Instructional Strategy (TPSIS) was the most effective in improving the achievement of students exposed to it more than other methods.

Table 2: Analysis of Covariance (ANCOVA) test of significant difference of Pretest and Posttest Mean Achievement Scores of students taught Government using Think-Pair-Share Instructional Strategy (TPSIS), Peer Tutoring Instructional Strategy (PTIS) and those taught using Conventional Instructional Method (CIM).

Source	SS	Df	Mean Square	F	Sig.	Eta	Power
Corrected Model	3417.476[a]	3	1139.159	19.962	.000	.291	1.000
Intercept	2730.425	1	2730.425	47.847	.000	.247	1.000
Pretest	.714	1	.714	.013	.911	.000	.051
Group	3247.396	2	1623.698	28.453	.000	.280	1.000
Error	8331.617	146	57.066				
Total	863920.000	150					
Corrected Total	11749.093	149					

Results in Table 2 show that there is a significant difference between the Pretest and Posttest Mean Achievement Scores of students taught Government using Think-Pair-Share Instructional Strategy (TPSIS), Peer Tutoring Instructional Strategy (PTIS) and those taught using Conventional Instructional Method (CIM) $F(2,146) = 28.453$, $p < .0.05$. The null hypothesis which states that there is no significant difference between the Pretest and Posttest Mean Achievement

Scores of students taught Government using Think-Pair-Share Instructional Strategy (TPSIS), Peer Tutoring Instructional Strategy (PTIS) and those taught using Conventional Instructional Method (CIM) was rejected. The effect size, calculated as eta squared (η^2), was 0.280, indicating a large effect with observed power of 1.000. The effect size suggests that about 28% of the variance in the academic achievement scores of students in Government can be accounted for by the methods while controlling for the covariate (pretest scores). Scheffé's post hoc test was used to determine which specific groups are significantly different**.** The results were presented in Table 4.6 to obtain the directions of the differences.

Table 3: Post Hoc-Multiple Comparisons of (TPSIS), (PTIS) and (CIM).

					95% Confidence Interval	
(I) Group	(J) Group	Mean Difference	Std. Error	Sig.	Lower Bound	Upper Bound
TPSIS	PTIS	4.16*	1.513	.025	.41	7.90
	CIM	11.34*	1.471	.000	7.70	14.98
PTIS	TPSIS	-4.16*	1.513	.025	-7.90	-.41
	CIM	7.18*	1.547	.000	3.36	11.01
CIM	TPSIS	-11.34*	1.471	.000	-14.98	-7.70
	PTIS	-7.18*	1.547	.000	-11.01	-3.36

Results in Table 3 show that there is a statistically significant difference between the mean achievement Scores of students taught Government using Think-Pair-Share Instructional Strategy (TPSIS) and Peer Tutoring Instructional Strategy (PTIS) (p = <.05), as well as between the Think-Pair-Share Instructional Strategy (TPSIS) and Conventional Instructional Method (CIM) (p = <.05). Furthermore, there is a statistically significant differences between the group that took the Peer Tutoring Instructional Strategy (PTIS) and Conventional Instructional Method (CIM) (p = <.05). This implies that the two experimental groups are significantly different from the control. Also a significant difference between the two experimental groups exists.

4. Discussion

The findings of the study revealed that students taught using the Think-Pair-Share Instructional Strategy (TPSIS) and Peer Tutoring Instructional Strategy (PTIS) achieved significantly higher results than those taught using the Conventional Instructional Method (CIM). The corresponding hypothesis shows that there is a significant difference between the Pretest and Posttest Mean Achievement Scores of students taught Government using the Think-Pair-Share Instructional Strategy (TPSIS), Peer Tutoring Instructional Strategy (PTIS) and those taught using Conventional Instructional Method (CIM). This pattern aligns with prior research showing that collaborative and interactive learning strategies enhance students' engagement, knowledge construction, and academic achievement more than traditional teacher-centered approaches to teaching. Think-Pair-Share Instructional Strategy (TPSIS) and Peer Tutoring Instructional Strategy (PTIS) promote higher-order thinking, peer engagement, and active participation, which may explain their superior performance (Akanmu, 2019; Lee and Boo, 2022; Ansuategui and Miravet, 2020; Kayode, 2021). The findings were also consistent with studies such as Balogun

(2025), and Bamiro (2015), which reported that Think-Pair-Share Instructional Strategy (TPSIS) and Peer Tutoring Instructional Strategy (PTIS) significantly enhance achievement.

Similarly, Peer Tutoring Instructional Strategy (PTIS) has been shown to improve academic outcomes by providing opportunities for students to teach and learn from one another, fostering deeper understanding and retention. The present study supports these findings, as the PTIS group performed significantly better than those taught conventionally (Azubuike, 2024; Lee and Boo, 2022). The comparatively low performance of the Conventional Instructional Method aligns with existing literature indicating that teacher-centered methods do not adequately promote students' active involvement, critical thinking, or application of knowledge (Akpokoniovo and Akudolu, 2023; Lawrence and Ezegbe, 2024). However, the present findings disagree with a few earlier studies that reported no significant difference between cooperative strategies and conventional methods (Bukar and Yakubu, 2025; Kalu-Uche and Ogbonna, 2021; Nwaukwa, 2019). This divergence may be due to sample differences, instructional duration, subject matter, or teachers' fidelity to the instructional strategies.

5. Conclusion

The findings from the study showed that students taught Government using the think- pair-share instructional strategy and peer tutoring instructional strategy had higher mean achievement scores compared to those taught using the Conventional Instructional Method (CIM), respectively. Thus, the academic achievement of students in the government can be improved with the two teaching strategies.

6. Recommendations

The following recommendations were made based on the findings of the study:

1. Government teachers should use the think- pair-share instructional and peer tutoring instructional strategy in the classroom, as it has been proven to improve the academic achievement of students in Government.
2. Curriculum planning and development agencies should infuse child-centered teaching and learning strategies, such as the think-pair-share instructional strategy and peer tutoring instructional strategy, into arts and social science (Government) curricula for use at senior secondary schools and tertiary institutions.

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