

Tutoring Teaching Strategy and Academic Outcome of Economics and History Students in Selected Colleges of Education in North Central Nigeria

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Abstract

Economics and history are subjects considered by many students as the most difficult in arts and social sciences. While economics remained a teaching subject in schools and colleges, history almost went into academic oblivion. The two subjects have a lot in common aside their perceived difficult nature. There is a course in history known as economic history while there is a course in economics known as History of Economic Thought. At NCE level, there is the combination of economics and history. The reintroduction of history subject into the basic education curriculum has however heightened calls for a renewed approach to the teaching of history. It is against this backdrop that this research work sets out to examine the impact of peer-group tutoring teaching strategy on the academic outcome of students of both history and economics in colleges of education. While the peer-tutoring remains a strategy, play-way method, project method, question and answer technique and field trip form the tactics. This research is expected to be an epoch making contribution to the field of teaching and learning in general as the peer-group tutoring teaching strategy could be adopted for other subjects besides history and economics.

Keywords: colleges, tutoring strategy, Northern Nigeria, history, economics

Introduction

Education has undergone a significant shift in thinking about the nature of learning and the conditions that best promote the varied dimension

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of human learning. Many researchers had suggested that humans learn effectively when they repeat same behaviour frequently. Cognitive theories of learning explain that students' learning is improved through information from their instructors while constructivist theory suggests that humans learn better when there is an interaction between previous knowledge and new knowledge. This explains that there have been shifts in the designing of instruction from behaviourists to cognitivists and now to constructivists (Abdullahi, 2016). Conventional teaching strategy involves lecturers starting the lesson by introducing the topic or concept, explaining it, and then giving some work examples and assignments to the students. This learning situation enables students to construct their own understanding as they are not actively participating in the teaching and learning process. They do not get creative, innovative and critical thinking, since they passively receive what they have been taught, while some do not keep up with the teaching pace. To promote active participation of students, the lecturer must introduce teaching strategies that are student-centred. One of the most wide used student-centred teaching strategies is peer tutoring which is systematic and peer mediated.

Economics is a skill-based course which requires the adoption of teaching strategy by lecturers to enhance students' academic outcome. Learning by doing could be the most appropriate teaching strategy for Economics instruction. Conventional teaching strategies are lecturers-centred strategies in which information flows from the lecturers to students who remain more or less passive in the process. They include lecture method, memorisation, planned repetition, drill and practice. Adeyemo (2014) observed that traditional teaching strategies seem not to be achieving the objectives of instruction and scientific literacy needed by today's students because of their theoretical nature. That is to say that no teaching strategy is wrong in itself, but economics has teaching strategies that are best suited for instruction and for good performance of students in examinations. Similarly, in a bid to avoid the traditional lecture method of teaching history, the ministry of Education has come up with the idea that the teaching and learning of history should enable learners appreciate

the importance of History and how the study of history relates to real life experiences. History teaching should not be taught in isolation but in such a manner as to emphasise on how history connects with the other subjects. Assessment of learners' knowledge of history should focus on both what the learners have learnt and the experiences they bring to the class. Engaging learners in different learning activities will enhance their acquisition of functional historical knowledge and concepts (UBEC, 2021).

Peer tutoring is a teaching strategy that pairs students together to learn an academic task. The students can be of the same or different ability or age range. Peer tutoring includes different teaching approaches such as peer-assisted learning strategies (PALS), reciprocal peer tutoring (RPT) and cross-age tutoring (CAT), this variability exists among instructional approaches. When students understand the benefits of peer tutoring and have the tools to become effective tutors and tutees, they make greater progress than those who are not given any instruction on how to work together. Peer tutoring gives lecturers the capability to accommodate a lecture room with diverse learners in order to improve academic outcome across ability levels and content areas. For students to cultivate act of problem-solving skills, one of the ways to achieve this goal is through peer tutoring which involves students working together to lecture one another. In an era of low quality school certificate graduates, students must be made to work in groups, with the bright ones explaining lecture notes and activities to the weak ones in the languages and terms they both understand. The weaknesses of the conventional teaching strategy and deficiencies in syllabus may be having negative effects on students' academic outcome. It is therefore pertinent to search for more effective teaching strategies that can improve History and Economics students' academic outcome. In view of this, the study to be undertaken will seek to analyse the impact of peer tutoring teaching strategies on History and Economics students' academic outcome, using FCT College of Education, Zuba, Federal College of Education, Akwanga and Federal College of Education, Okene, as case studies.

Review of Literature

Methods of instruction used by lecturers in colleges of education today have remained essentially devoid of practical skills in different trades. The implication is that these institutions are graduating students with inadequate or complete lack of practical skills in various trade areas. This portrays a bleak future for the attainment of the lofty goals of the National Policy on Education. In line with the statement, Abdullahi (2016) affirmed that lecturers cannot foster understanding in a learner simply by talking to him or her. He opined that good learning strategy must involve presenting the learner with situations in which he/she experiments in the broadest sense of the term “learning through doing”. This theory dealt with an active process in which learners construct new ideas or concepts based upon their present/past knowledge (Onuka & Oludipe, 2006). The learner selects and transforms information, constructs hypotheses, and makes decisions, relying on a cognitive structure to do so. Cognitive structure (that is, schema and mental models) provides meaning and organisation to experiences and allows the individual to go beyond the information given. As far as instruction is concerned, the instructor should try and encourage students to discover principles of learning by themselves. The instructor and student should engage in an active dialogue, that is, Socratic learning. The task of the instructor is to translate information to be learned into a format that is appropriate to the learner’s present state of understanding.

A similar method which recent research has adjudged suitable is the play-way method. The play-way method is an instructional approach which involves engaging students in activities that bring pleasure and enjoyment to them. In view of the high rate of emotional noise that students make in class, coupled with the vast demands of history as a subject, the play-way method helps in easing tension, stress or anxiety while the history teacher uses the relaxed atmosphere to pass vital information. History teachers who use the play-way method often have their classes filled to capacity while the atmosphere is charged. Under such atmosphere, problems such as congestion, heat, inadequate sitting, stress and daydreaming are easily

pushed aside while attention is given to the teacher. The physical and emotional problems and engagements encountered by students in recent times make conventional lecture method boring and uninteresting. Much of history lesson centre on past events of man. The play-way method therefore waters down the history lesson to storytelling and normal interactive event which ends up arresting the attention of the learner .(Safiya, Yusuf and Sule, 2016).

Curriculum should be organised in a spiral manner so that the students continually build upon what they have already learned. When learners actively connect new knowledge to previously assimilated knowledge, it makes it theirs by constructing their own interpretation (Adeyemo, 2013). The learning theories are framework describing how information absorbed, processed and retained during learning is used. Cognitive theory believes that the definition of learning as a change in behaviour is too narrow and prefers to study the learner rather than their environment and in particular the complexities of human memory. The theory is justifying one position over another and select theories that are more viable leading to better theory. Constructivism theories believe that a learner's ability to learn relies to a large extent on what he already knows and understands and the acquisition of knowledge should be an individually tailored process of construction, while transformative learning theory focuses upon the necessary change that is required in learners' perceptions and world view. The core objective of education and training is focused on knowledge construction. Curriculum instruction ought to emphasise context and promotion of skill development. Therefore educational experiences should be geared towards the individual learner and identity focuses on development of the individual as a member of a community or profession. Teaching and learning activities should be constructed with the learner at the centre. This is in line with constructivism theory of learning that views learning as a process in which the learner actively constructs or builds new ideas or concepts. (Abdullahi, 2016)

Approaches used by many lecturers do not give room for students to develop their intuition, imagination and creative abilities. As a results

of this, Economics educators are constantly being interested in how and when to optimally adopt different teaching strategies in order to achieve the stated Economics educational objectives. It is obvious that the traditional Economics lecturers' role as information giver or textbook guided lecture room model has failed to bring the desired outcome of producing well-thinking Economics students to meet the present global challenges (Alka, 2010). As panacea to the dwindling fortune of history teaching, history teachers need to have the ability and efficiency to break the topics and contents of the history curriculum to provide for effective teaching and learning. There is need to adopt strategies of breaking the curricula into different components to the point of the required teachable bits to be delivered in a lesson and each bit must contain short activities on identification of the core topics and contents. (Wagner,1995)

Objectives of the Study

The general objective of the study is intended to investigate the impact of peer-tutoring teaching strategy on academic outcome of colleges of education students, using history and economics students of FCT College of Education, Zuba, Federal College of Education, Pankshin, and Federal College of Education, Okene as case studies.

Specifically, these research objectives will include the following:

- To determine difference in the level of academic outcome of students of History and Economics when taught using peer-tutoring teaching strategy and conventional teaching strategy.
- To examine the academic outcome of male and female students when taught using peer tutoring teaching strategy as compared to the conventional teaching methods.
- To find out the effect of peer-tutoring teaching strategy and conventional teaching strategy on students' retention level in History and Economics.
- To determine the effect of environmental factors on academic outcome among History and Economics students during

peer-tutoring teaching strategy as compared to conventional teaching strategy.

Procedures

Quasi-experimental design is adopted for this study; a pre-test, post-test, as well as non-equivalent group design which involves the use of non-randomised group where the researcher cannot randomly sample and assign subject because of intact class were used to administer the treatment.

Fig. 1: Format of the research design

| Group | Pre-test | T _R | Post-test |
|-------|----------------|----------------|----------------|
| EG | O ₁ | X | O ₂ |
| CG | O ₁ | | O ₂ |

EG-Experimental group; CG-Control group; X-Treatment; O₁-Pre-test (first observation), O₂-Post-test (second observation)

The research design will enable the researcher to collect relevant information from the respondents through the use of Economics Achievement Test (EAT).

The population of the study includes all NCE I & II students in the departments of Economics and History, FCT College of Education, Zuba Abuja. The total number of the population is 879.

Fifty (50) students were randomly selected from NCE I and NCE II arms of each department, sampling a total of 200 students from the selected Departments. The reason for taking samples from NCE I and II only is that the NCE III students would have been on teaching practice as at the time of conducting the study.

Table 1: Distribution of Students from the sampled schools

| Name of Departments | No. of students | | Groups | | Total |
|----------------------------|-----------------|--------|--------|-----|-------|
| | Male | Female | EG | CG | |
| NCE I, Dept. of Economics | 25 | 25 | 25 | 25 | 50 |
| NCE II, Dept. of Economics | 25 | 25 | 25 | 25 | 50 |
| NCE I, Dept. of History | 25 | 25 | 25 | 25 | 50 |
| NCE II, Dept. of History | 25 | 25 | 25 | 25 | 50 |
| Total | 100 | 100 | 100 | 100 | 200 |

Source: Author's computation 2022

Cluster random sampling, specifically balloting with replacement, was used to draw respondents. 50 students (25 males and 25 females) were selected from each of the sample arms, using cluster random sampling. “The classes were randomly allotted to experimental and control groups respectively for the research”. To sample/respondents will be 600 students (i.e. 200 x3 colleges)

The following are the research instruments used in this study:

- History and Economics Achievement Test (HEAT)
- Peer-Tutoring Teaching Strategy
- Conventional Teaching Method

History and Economics Achievement Test (HEAT) is designed to measure the level of knowledge and proficiency of a student in something that has been learned. Peer-tutoring Teaching Strategy is a flexible, peer-mediated strategy that involves students serving as academic tutors and tutees. In this strategy, a higher-performing student is paired with a lower-performing student to review critical academic concepts. Conventional teaching method involves the lecturers being the controller of the learning environment. Power, as well as responsibility, is held by the lecturers, and they play the role of instructors and decisionmakers in regards to curriculum content and specific objectives.

The instruments used in this research will be validated by two

lecturers– expert in the Department of Economics, University of Abuja, and some lecturers from History department. They will all offer useful advice to enable the researchers elicit the required information and data for the study.

Data Presentation

A test was used at two weeks interval, the result of the test was analyzed using Pearson Product Moment Correlation Coefficient statistics. The correlation coefficient to be obtained will be used to establish the reliability of the instrument.

The conduct of the main study is as follows: (for the first semester in History and second semester in Economics.

Week One: A pre-test is then administered to all the students involved, both the control and experimental group.

Week Two-four: Students are divided into two groups (experimental group and control group), in each school. Peer-tutoring for the experimental while control group for conventional method. Conventional teaching is carried out on the control group, while one of the students in peer-tutoring takes over the peer-tutoring. At the end of the second week, four (4) lessons were taught in each class.

Week five and six: Post-test was administered on all the students involved in the study, likewise the last day of the week to determine their retention of the study. Marks obtained from the tests were added together to form the data for the study, and to determine the average.

The data needed for this study was gathered using History and Economics Achievement Test (HEAT). The HEAT is developed by the researcher using minimum standardised tests of 2010 to 2020 as provided in the NCCE Minimum Standard. The HEAT items are developed by the researcher based on the contents of the subject taught. To analyse the data, mean score and standard deviation were used while t-test statistics was used to test the stated hypothesis at 0.05 level of significance.

Analysis

| Work plan/ timeframe for NCE I—8 weeks Second Semester NCE I—Introduction to Statistics | | | | |
|--|--|---|---|--|
| Weeks 1&2 | The concepts of permutation and combination, probability theory. | Application of the conventional methods of teaching for control group and, peer-group teaching for experimental group | Lecturer applies conventional methods of teaching for control group while a student lectures his peers | There should be variation in the academic performance of the two groups. * Students learnt new skills, application and method[s] of teaching |
| Week 3 | Estimation of simple statistics and population parameters. | Application of the conventional methods of teaching for control group and, peer-group teaching for experimental group | Lecturer applies conventional methods of teaching for control group while a student lectures his peers and instructs the students | There should be a variation in the academic performance of the two Groups. * Students learned new skills, application and method[s] of teaching |
| Weeks 4&5 | Correlation coefficient | Application of the conventional methods of teaching for control group and, peer-group teaching for experimental group | Lecturer applies conventional methods of teaching for control group while a student lectures his peers and instructs the students | There should be variation in the academic performance of the two Groups. * Students learned new skills, application and method[s] of teaching |

| Work plan/ timeframe for NCE I—8 weeks | | | | |
|---|----------------------------|---|---|---|
| Second Semester NCE I—Introduction to Statistics | | | | |
| Weeks 6&7 | Simple regression analysis | Application of the conventional methods of teaching for control group and, peer-group teaching for experimental group | Lecturer applies conventional methods of teaching for control group while a student lectures his peers and instructs the students | There should be variation in the academic performance of the two Groups. * Students learnt new skills, application and method[s] of teaching |
| Week 8 | Final semester examination | Students are evaluated based on taught topics | Student answer the questions accordingly | There should be variation in the academic performance of the two Groups. |

| Work plan/ time frame for NCE II 8 Weeks / Second Semester NCE II Economics | | | | |
|--|---|---|---|--|
| Weeks 1-3 | The nature and scope of macroeconomics. Macroeconomics policy objectives and instrument. | Application of the conventional methods of teaching for control group and, peer-group teaching for experimental group | Lecturer applies conventional methods of teaching for control group while a student lectures his peers and instructs the students | There should be variation in the academic performance of the two groups. * Students learned new skills, application and method[s] of teaching |

Work plan/ time frame for NCE II 8 Weeks / Second Semester NCE II Economics

| | | | | |
|------------|--|---|---|---|
| Weeks 4 | National income accounting, income determination, the multiplier and acceleration principle. | Application of the conventional methods of teaching for control group and, peer-group teaching for experimental group | Lecturer applies conventional methods of teaching for control group while a student lectures his peers and instructs the students | There should be variation in the academic performance of the two groups. * Students learnt new skills, application and method[s] of teaching |
| Week 5 | the theory of consumption, theory of inflation, theory of employment | Application of the conventional methods of teaching for control group and, peer-group teaching for experimental group | Lecturer applies conventional methods of teaching for control group while a student lectures his peers and instructs the students | There should be variation in the academic performance of the two Groups. * Students learnt new skills, application and method[s] of teaching |
| Week 6 | Theory of interest rates, theory of investment | Application of the conventional methods of teaching for control group and, peer-group teaching for experimental group | Lecturer applies conventional methods of teaching for control group while a student lectures his peers and instructs the students | There should be variation in the academic performance of the two Groups. * Students learnt new skills, application and method[s] of teaching |

Work plan/ time frame for NCE II 8 Weeks / Second Semester NCE II Economics

| | | | | |
|--------|----------------------------|---|---|--|
| Week 8 | Final semester examination | Students are evaluated based on taught topics | Students answer the questions accordingly | There should be variation in the academic performance of the two Groups. |
|--------|----------------------------|---|---|--|

Work plan/ Timeframe for NCE I / First Semester NCE I. History : 8 weeks
— Historiography

| | | | | |
|--------|---|--|---|--|
| Week 1 | An analysis of what history is and why we teach history. | Application of the conventional methods of teaching for control group and, peer-group teaching for experimental group and method of teaching Students | Lecturer applies conventional methods of teaching for control group while a student lectures his peers *End of session with quiz | There should be variation in the academic performance of the two Groups. * Students' learnt new skills, application and method[s] of teaching |
| Week 2 | Sources of history, dating in history, materialist | Application of the conventional methods of teaching for control group and, peer-group teaching for experimental group | Lecturer applies conventional methods of teaching for control group while a student lectures his peers and instructs the students | There should be variation in the academic performance of the two Groups. * Students learnt new skills, application and method[s] of teaching |
| Week 3 | Interpretation and perception in historical writing. - Materialist | Application of the conventional methods of teaching for control group and, peer-group teaching for experimental group | Lecturer applies conventional methods of teaching for control group while a student lectures his peers and instructs the students | There should be variation in the academic performance of the two Groups. * Students learnt new skills, application and method[s] of teaching |

**Work plan/ Timeframe for NCE I / First Semester NCE I. History : 8 weeks
— Historiography**

| | | | | |
|--------|--|---|---|---|
| Week 4 | Sources of history, dating in history. - Non-Materialist | Application of the conventional methods of teaching for control group and, peer-group teaching for experimental group | Lecturer applies conventional methods of teaching for control group while a student lectures his peers and instructs the students | There should be variation in the academic performance of the two Groups. * Students learnt new skills, application and method[s] of teaching |
| Week 5 | Interpretation and perception in historical writing. Non-Materialist | Application of the conventional methods of teaching for control group and, peer-group teaching for experimental group | Lecturer applies conventional methods of teaching for control group while a student lectures his peers and instructs the students | There should be variation in the academic performance of the two Groups. * Students learnt new skills, application and method[s] of teaching |
| Week 6 | Various views of history and relationship between history and other disciplines. | Application of the conventional methods of teaching for control group and, peer-group teaching for experimental group | Lecturer applies conventional methods of teaching for control group while a student lectures his peers and instructs the students | There should be variation in the academic performance of the two Groups. * Students learnt new skills, application and method[s] of teaching |

Work plan/ Timeframe for NCE I / First Semester NCE I. History : 8 weeks
— Historiography

| | | | | |
|---------------------------------------|--|---|---|---|
| Week 7 | Problems and Issues in the study of African history. | Application of the conventional methods of teaching for control group and, peer-group teaching for experimental group | Lecturer applies conventional methods of teaching for control group while a student lectures his peers and instructs the students | There should be variation in the academic performance of the two Groups. * Students learnt new skills, application and method[s] of teaching |
| Week 8 | Final semester examination | Students are evaluated based on taught topics | Students answer the questions accordingly | There should be variation in the academic performance of the two groups. |
| Second Semester NCE II History | | | | |
| Week 1 | A survey of the units and institution of production and distribution and their impacts – Agricultural production | Application of the conventional methods of teaching for control group and, peer-group teaching for experimental group | Lecturer applies conventional methods of teaching for control group while a student lectures his peers | There should be variation in the academic performance of the two Groups. * Students learnt new skills, application and method[s] of teaching |

Work plan/ Timeframe for NCE I / First Semester NCE I. History : 8 weeks

— Historiography

| | | | | |
|--------|---|---|---|---|
| Week 2 | A survey of the units and institution of production and distribution and their impacts – Salt-making and iron making. | Application of the conventional methods of teaching for control group and, peer-group teaching for experimental group | Lecturer applies conventional methods of teaching for control group while a student lectures his peers and instructs the students | There should be variation in the academic performance of the two groups. * Students learnt new skills, application and method[s] of teaching |
| Week 3 | A survey of the units and institution of production and distribution and their impacts – Soap making and lumbering/woodworking. | Application of the conventional methods of teaching for control group and, peer-group teaching for experimental group | Lecturer applies conventional methods of teaching for control group while a student lectures his peers and instructs the students | There should be variation in the academic performance of the two Groups. * Students learnt new skills, application and method[s] of teaching |
| Week 4 | A survey of the units and institution of production and distribution and their impacts – Fishing and leatherworks | Application of the conventional methods of teaching for control group and, peer-group teaching for experimental group | Lecturer applies conventional methods of teaching for control group while a student lectures his peers and instructs the students | There should be a variation in the academic performance of the two Groups. * Students learnt new skills, application and method[s] of teaching |

Work plan/ Timeframe for NCE I / First Semester NCE I. History : 8 weeks

— Historiography

| | | | | |
|--------|---|---|---|---|
| Week 5 | A survey of the units and institution of production and distribution and their impacts – Carving and weaving | Application of the conventional methods of teaching for control group and, peer-group teaching for experimental group | Lecturer applies conventional methods of teaching for control group while a student lectures his peers and instructs the students | There should be variation in the academic performance of the two Groups. * Students learnt new skills, application and method[s] of teaching |
| Week 6 | A survey of the units and institution of production and distribution and their impacts – Pottery and bronze casting | Application of the conventional methods of teaching for control group and, peer | Lecturer applies conventional methods of teaching for control group while a student lectures his peers and instructs the students | There should be variation in the academic performance of the two Groups. * Students learnt new skills, application and method[s] of teaching |
| Week 7 | Trade linkages, dynamics of inter-group relations at the levels economic and social relations | Application of the conventional methods of teaching for control group and, peer | Lecturer applies conventional methods of teaching for control group while a student lectures his peers and instructs the students | There should be variation in the academic performance of the two Groups. * Students learnt new skills, application and method[s] of teaching |

**Work plan/ Timeframe for NCE I / First Semester NCE I. History : 8 weeks
— Historiography**

| | | | | |
|--------|----------------------------|---|---|--|
| Week 8 | Final semester examination | Students are evaluated based on taught topics | Students answer the questions accordingly | There should be variation in the academic performance of the two groups. |
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HIS 224 Local & Regional History

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|-------------|--|---|---|---|
| Weeks 1 & 2 | Origin, migration, settlement, economy, social and cultural life, political organization and inter-group relations of the Hausa and Igbo People. | Application of the conventional methods of teaching for control group and, peer-group teaching for experimental group | Lecturer applies conventional methods of teaching for control group while a student lectures his peers and instructs the students | There should be variation in the academic performance of the two Groups. * Students learnt new skills, application and method[s] of teaching |
| Weeks 3&4 | Origin, migration, settlement, economy, social and cultural life, political organization and inter-group relations of the Yoruba, Edo, and Tiv people. | Application of the conventional methods of teaching for control group and, peer-group teaching for experimental group | Lecturer applies conventional methods of teaching for control group while a student lectures his peers and instructs the students | There should be variation in the academic performance of the two Groups. * Students learnt new skills, application and method[s] of teaching |
| Weeks 5&6 | Origin, migration, settlement, economy, social and cultural life, political organization and inter-group relations of the Urhobo and Ijaw people. | Application of the conventional methods of teaching for control group and, peer-group teaching for experimental group | Lecturer applies conventional methods of teaching for control group while a student lectures his peers and instructs the students | There should be variation in the academic performance of the two Groups. * Students learnt new skills, application and method[s] of teaching |

| HIS 224 Local & Regional History | | | | |
|---|--|---|---|---|
| Week 7 | Origin, migration, settlement, economy, social and cultural life, political organization and inter-group relations of the Kanuri and Jukun people. | Application of the conventional methods of teaching for control group and, peer-group teaching for experimental group | Lecturer applies conventional methods of teaching for control group while a student lectures his peers and instructs the students | There should be variation in the academic performance of the two Groups. * Students learnt new skills, application and method[s] of teaching |
| Week 8 | Final semester examination | Students are evaluated based on taught topics | Students answer the questions accordingly | There should be variation in the academic performance of the two Groups. |

Findings

The trend of low level of academic achievement in economics has given educators and other stakeholders high level of concerns, especially in the aspect of graphical, mathematical and statistical topics in higher institutions of learning. On the part of history, its introduction as a compulsory subject in basic education has initiated plans to find effective ways of imparting the knowledge, thereby making it interesting. Many research efforts in the past have been focused on identifying factors that affect the learning of History and Economics. However, teaching methodology, poor motivation, school environment and lack of viable instructional materials have been highlighted as problems.

Effective academic performance of a student, most especially at higher/ tertiary institutions, does not involve just the proper teaching competence but the application of the right methodological strategies to meet students’ needs. The weaknesses of the conventional teaching strategy and deficiencies in syllabus might be having negative effects on students’ academic achievement. In the academia, a new pedagogical tool that impacts overall success needs to be engaged for students both inside

and outside the lecture room. It is therefore pertinent to search for more effective teaching strategies that can improve the academic achievement of students of History and Economics in tertiary institutions.

Conclusion

The outcome of this research reveals that teaching methodology is a major factor militating against students' high performance in economics and history. Even where conventional lecture method would have yielded results, increase in emotional noise among students acted as impediment. In an era of social media, satellite television and increased peer influence, a lot of students come into class with psychological hangover of events emanating from the aforementioned. In such a situation, it becomes very important for the teacher to adopt methods that will arrest the attention of students for the duration of the lecture. Majority of students of the sampled colleges of education are either essentially from poor backgrounds or are domestic hands of some families. Those from poor backgrounds either engage in menial jobs during weekends or they rely on the meagre stipends provided by their families for survival during school sessions. Such condition is psychologically demanding and capable of drawing the attention of such students away from teaching and other class activities. On the other hand, those engaged as domestic hands to families have very little time for themselves outside lecture hours. They are usually timed for tasks at home, such as preparation of food, washing of clothes and dishes, care for the kids and cleaning of the environment. In the classroom, such students are either thinking of how to complete the tasks left at home or how to evade punishments and reprimands from those who engage them. Their destiny therefore rests in the hands of the teachers who must adopt lecture methods suitable for their comprehension. Economics and History however fall among the courses that students can best understand by attending lectures and paying attention. In a bid to make Economics and History less boring but more interesting to the students, the play-way method, project method, question and answer technique and field

trip among others are teaching tactics under the Peer-Tutoring Teaching Strategy adopted for this research.

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