

Influence of Peer Tutoring on Academic Achievement in Accounting among SS1 Students in Aba Metropolis, Abia State

Dr Francisca Ifeoma Ehiemere^{1*}, Edu Uju Juliet², Nnah Chinedu Felix³

^{*1}Department of Teacher Education, National Institute for Nigerian Languages, Aba

²⁻³Department of Business Education, National Institute for Nigerian Languages, Aba

Corresponding Author: Dr Francisca Ifeoma Ehiemere (Department of Teacher Education, National Institute for Nigerian Languages, Aba)

Received: 15 / 01 / 2026

Accepted: 28 / 02 / 2026

Published: 05 / 03 / 2026

Abstract: The persistent low academic performance of secondary school students in accounting has remained a major concern in Nigerian education, particularly in urban centers such as Aba Metropolis, Abia State. Peer tutoring has been identified as a potential strategy to enhance learning outcomes by promoting collaborative learning, motivation, and engagement among students. This study investigated the influence of peer tutoring on academic achievement in accounting among SS1 students in Aba Metropolis, with specific focus on the sub-variables of students' motivation, communication skills, and teacher supervision and guidance. The study adopted a descriptive survey research design, and the population comprised all SS1 accounting students in selected public and private secondary schools within the metropolis. A sample of 200 students was drawn using multistage sampling techniques. Data were collected through a structured questionnaire titled Peer Tutoring and Academic Achievement Questionnaire (PTAAQ), validated by experts in Educational Psychology and Accounting, and reliability was confirmed using Cronbach's alpha (0.83). Data were analyzed using mean and standard deviation to answer the research questions and Multiple Regression Analysis to test the hypotheses at 0.05 level of significance. Findings revealed that students' motivation, communication skills, and teacher supervision and guidance each had significant positive influence on students' academic achievement in accounting. The study concluded that peer tutoring is an effective instructional strategy capable of improving students' understanding and performance in accounting when properly structured and supervised. The study recommends that teachers actively supervise peer tutoring sessions, encourage student motivation, and foster effective communication among peers. Additionally, school administrators should institutionalize peer tutoring programs to enhance academic outcomes in accounting and other challenging subjects. The findings of this study provide practical insights for educators, policymakers, and researchers interested in improving secondary school students' academic performance through collaborative learning strategies.

Keywords: Peer tutoring, Academic achievement, Accounting, Motivation, Communication skills, Teacher supervision.

Cite this article: Ehiemere, F. I., Juliet, E. U. & Felix, N. C. (2026). Influence of Peer Tutoring on Academic Achievement in Accounting among SS1 Students in Aba Metropolis, Abia State. *MRS Journal of Multidisciplinary Research and Studies*, 3(3), 21-31.

Introduction

Background of the study

Academic achievement of secondary school students remains a central focus of educational research in Nigeria due to persistent concerns about poor academic outcomes in many subjects, especially those perceived as challenging, such as Accounting (Okereke, Ademiluyi, & Adeagbo, 2024; peer tutoring research in Business Studies). Despite various instructional reforms, many learners still experience difficulty grasping accounting concepts, which negatively affects performance in both classroom assessments and external examinations.

In response to these challenges, educators and researchers have increasingly explored collaborative learning strategies, among which peer tutoring has emerged as a promising approach. Peer tutoring involves students helping one another learn academic content through structured interactions, with roles of tutors and tutees facilitating instructional exchange, reinforcement, and engagement. Studies across Nigeria have demonstrated that peer

tutoring can significantly improve academic outcomes in several subjects compared to conventional teacher-centered approaches. For example, class-wide peer tutoring was found to significantly enhance students' performance in Financial Accounting in Akwa Ibom State (Affiah & Akpan, 2025) and improve academic scores and motivation in Financial Accounting in Imo State (Ebiringa, 2022). Similarly, peer tutoring strategies have been shown to increase achievement in other subjects, such as Chemistry and Mathematics, indicating the broad potential of peer-assisted learning strategies (Wagbara, 2025; Awofala & Agbolade, 2024).

However, while empirical evidence highlights peer tutoring's general effectiveness, the psychological and instructional mechanisms that underlie its influence on academic achievement particularly in accounting are not fully understood within the context of secondary schools in Aba Metropolis, Abia State. accounting learning is not only cognitive but also socially mediated; it requires learners to process abstract financial concepts while engaging in meaningful interactions. Thus, the success of

peer tutoring depends heavily on students' intrinsic motivation, communication skills, and teacher supervision and guidance to facilitate collaborative learning (Schunk & DiBenedetto, 2020; Ryan & Deci, 2020). Motivated learners are more likely to engage actively in peer tutoring sessions and persist through challenging tasks, while effective communication determines the clarity and quality of peer-to-peer explanations and feedback. Likewise, supervision and guidance by teachers are crucial for structuring peer interactions and ensuring that learning activities remain productive and aligned with curricular goals.

In the educational context of Aba Metropolis, where secondary schools vary widely in resources, teacher quality, and student engagement, these sub-variables may play significant roles in determining whether peer tutoring translates to improved academic achievement in accounting. Without sufficient motivation, students may not engage meaningfully in peer tutoring; without proficient communicative competence, explanations may remain superficial; and without effective teacher supervision, peer interactions could become disorganized or unproductive.

Despite the potential of peer tutoring to strengthen accounting learning outcomes, there is limited localized research that investigates how these psychological and instructional factors interact to influence academic achievement among SS1 students in Aba Metropolis. This creates a knowledge gap for educators and policymakers seeking evidence-based strategies to enhance accounting performance. Thus, it is essential to examine the influence of peer tutoring through its motivational, communicative, and supervision components on students' academic achievement in accounting within this specific educational setting.

Social Learning Theory

Social Learning Theory was developed by Albert Bandura (1977, 1986). The theory posits that learning occurs through observation, imitation, and modelling within a social environment. According to Bandura, individuals learn not only through direct experience but also by observing others' behaviours, attitudes, and outcomes of those behaviours. The theory emphasizes the importance of social interaction, modelling, reinforcement, and self-efficacy in learning (Bandura, 1986; Schunk & DiBenedetto, 2020). Bandura later emphasized the concept of reciprocal determinism, which explains that behaviour, personal factors (such as motivation and beliefs), and environmental influences interact to shape learning outcomes.

Peer tutoring is fundamentally modelling and imitation, learners acquire new knowledge and skills. Based on social interaction and observational learning. In peer tutoring sessions, students observe how their peers solve accounting problems, explain concepts, and apply procedures. Through Students' motivation and communication skills two sub-variables in this study are directly linked to Bandura's ideas of self-efficacy and social reinforcement.

This theory supports the study by explaining how students learn accounting concepts by observing competent peers. Motivation influences participation in peer tutoring. Teacher supervision provides reinforcement that strengthens learning behaviour. Interaction between peers enhances academic achievement. Thus, Social Learning Theory provides a psychological foundation for understanding how peer tutoring can improve academic achievement in accounting.

Social Constructivist Theory (Zone of Proximal Development)

Lev Vygotsky (1978) proposed that learning is a social and collaborative process. He introduced the concept of the Zone of Proximal Development (ZPD), which refers to the gap between what a learner can do independently and what they can do with guidance from a more knowledgeable other. According to Vygotsky, cognitive development occurs through social interaction, dialogue, and scaffolding. Learning is enhanced when students work collaboratively (Vygotsky, 1978; Moll, 2014).

Peer tutoring reflects the principle of the More Knowledgeable Other (MKO), where a more competent student helps another student understand accounting concepts. Through discussion and explanation, students operate within their ZPD. Communication skills and teacher supervision two variables in this study align with Vygotsky's idea of scaffolding and guided support.

This theory explains how Peer tutors help learners move from partial understanding to mastery.

Communication during peer tutoring facilitates cognitive development. Teacher supervision provides structured scaffolding. Collaborative interaction improves academic achievement in accounting. Therefore, Vygotsky's theory strongly supports the use of peer tutoring as an instructional strategy in SS1 Accounting classes.

Self-Determination Theory (SDT)

Self-Determination Theory was developed by Deci and Ryan (1985, 2000). The theory emphasizes that motivation is influenced by the satisfaction of three basic psychological needs: Autonomy Feeling in control of one's learning. Competence Feeling capable and effective When these needs are satisfied, students experience intrinsic motivation and improved academic performance (Ryan & Deci, 2020).

Students' motivation one of your key sub-variables is directly explained by Self-Determination Theory. Peer tutoring promotes: Autonomy (students actively participate) Competence (students gain mastery in Accounting) Relatedness (students collaborate and feel connected) Teacher supervision ensures that students feel supported rather than pressured.

This theory explains how Motivated students engage more effectively in peer tutoring, feeling competent improves accounting performance, Positive peer relationships enhance learning outcomes, Teacher guidance supports students' psychological needs. Therefore, Self-Determination Theory provides a strong explanation for how motivation influences academic achievement in accounting through peer tutoring.

Concept of Peer Tutoring

Peer tutoring is an instructional strategy in which students help one another learn by working collaboratively in structured academic activities. It involves pairing or grouping students so that one student (the tutor) provides academic assistance, guidance, and feedback to another student (the tutee) under the supervision of a teacher. Unlike traditional teacher-centered instruction, peer tutoring promotes active engagement, shared responsibility, and social interaction in the learning process.

According to Topping (2017), peer tutoring is a systematic approach where learners support each other's academic development through structured interaction, questioning, clarification, and feedback. It is grounded in collaborative learning principles and emphasizes mutual academic benefit for both tutor and tutee. The tutor reinforces his or her own understanding through explanation, while the tutee gains clearer insight through peer-assisted instruction.

Similarly, Rohrbeck et al. (2018) describe peer tutoring as a cooperative learning strategy that enhances academic achievement, social interaction, and motivation by encouraging students to explain concepts and engage in dialogue. When students articulate ideas in their own words, deeper cognitive processing occurs, leading to improved comprehension and retention. Peer tutoring can take several forms, including:

Class/wide Peer Tutoring (CWPT)-where all students participate in structured peer instruction;

Cross/age Peer Tutoring where older students tutor younger students.; Reciprocal Peer Tutoring where students' alternate roles as tutor and tutee; and Same/age Peer Tutoring where students of similar age assist one another.

Studies have shown that peer tutoring improves academic performance across subjects, including mathematics, science, reading, and accounting-related subjects (Awofala & Agbolade, 2024; Ryan & Deci, 2020). The effectiveness of peer tutoring is largely influenced by psychological and instructional factors such as students' motivation, communication skills, and teacher supervision, which enhance engagement and structured learning.

The theoretical foundations of peer tutoring are rooted in Social Learning Theory (Bandura, 1986), which emphasizes learning through observation and modelling, and Vygotsky's Social Constructivist Theory (1978), which highlights the importance of social interaction and scaffolding in cognitive development. Through peer tutoring, students operate within their Zone of Proximal Development, gaining knowledge with the assistance of more capable peers.

In secondary school settings such as Aba Metropolis, peer tutoring serves as a learner-centered approach that can address persistent challenges in subjects like accounting by fostering collaboration, motivation, and shared problem-solving skills. When effectively supervised by teachers, peer tutoring becomes a powerful educational psychological tool for enhancing academic achievement.

Students' Motivation and Academic Achievement

Students' motivation has long been recognized as a critical psychological factor influencing academic achievement across educational levels and subject areas. Motivation refers to the internal and external forces that stimulate learners' interest, energy, persistence, and direction toward achieving academic goals. Researchers in educational psychology contend that without sufficient motivation, students are unlikely to engage deeply in learning activities or exert the effort necessary to succeed academically (Steinmayr et al., 2019).

Empirical evidence consistently shows that students with higher levels of motivation tend to perform better academically than less motivated peers. For example, a systematic review of motivation literature indicated that intrinsic motivation where

learning is driven by interest, enjoyment, and personal relevance has stronger and more sustainable effects on academic performance compared to extrinsic incentives such as rewards (Zakka, Ismail, & Ahmad Alhassora, 2025). Similarly, motivational constructs such as ability self-concept, task values, and achievement goals have been found to significantly predict students' grades even when controlling for intelligence and prior academic achievement, highlighting the central role of motivation in learning outcomes (Steinmayr et al., 2019).

Context-specific research also supports these general findings. A study conducted in Germany reported that students' motivational levels were positively and significantly related to academic performance, with sub-factors like self-efficacy and learning goals directly influencing students' achievement outcomes (Wilkesmann, Steinmayr, & Fischer, 2025). In the Nigerian context, research in Nasarawa State demonstrated that both intrinsic and extrinsic forms of motivation significantly influence senior secondary students' achievement in English language and mathematics, suggesting that motivational factors are relevant predictors of performance across subjects (Hassan, Agbo, & Hayatu, 2025).

Other studies affirm that motivational elements such as interest, persistence, and self-believed competence foster improved learning engagement and outcomes. For instance, Sani and Alhaji Inuwa (2025) found a significant positive correlation between achievement motivation and academic performance among early childhood education student-teachers in Kano State, reinforcing the view that motivated learners demonstrate higher achievement levels.

Despite broad consensus about the positive link between motivation and achievement, some research highlights the complexity of this relationship. For example, a recent investigation among secondary students found that high motivation alone did not always translate into significantly higher achievement in Social Sciences, suggesting that other factors such as instructional quality and learning environment can moderate the motivation-achievement relationship (IJIRMPs, 2025).

Nevertheless, the preponderance of evidence affirms that motivation plays a vital role in shaping academic success. Motivated students are more likely to engage actively in learning tasks, persist through difficulty, and seek help when needed all behaviours that contribute to higher achievement. This body of research highlights the importance of fostering both intrinsic and extrinsic motivation in school settings, particularly in challenging subjects like accounting where conceptual understanding and sustained effort are required. As such, motivation remains a key construct in educational psychology and a significant predictor of academic outcomes in secondary schools.

Concept of Academic Achievement

Academic achievement refers to the extent to which a learner has attained specific educational goals, typically measured through examinations, tests, continuous assessment scores, grades, or standardized assessments. It represents students' mastery of subject content and cognitive skills as prescribed in the school curriculum.

According to OECD (2023), academic achievement reflects students' performance outcomes in formal educational settings and serves as an indicator of learning quality, instructional

effectiveness, and educational equity. It is often used to evaluate both individual student progress and overall school effectiveness. In secondary school contexts, academic achievement is commonly measured through termly examination scores, standardized test results, and subject-specific performance such as accounting achievement scores.

UNESCO (2022) explains that academic achievement goes beyond test scores and includes students' acquisition of knowledge, skills, competencies, and the ability to apply learning in real-life situations. However, within empirical research, academic achievement is frequently operationalized using quantifiable performance indicators to allow for objective measurement and statistical analysis.

From a psychological perspective, academic achievement is influenced by cognitive, motivational, social, and environmental factors. Credé et al. (2019) emphasize that students' attitudes, study habits, motivation, and learning strategies significantly predict academic performance. This suggests that achievement is not determined solely by intelligence but also by psychological and instructional variables such as peer tutoring, communication patterns, and teacher guidance. Similarly, Ryan and Deci (2020) argue from the Self-Determination Theory perspective that students perform better academically when they experience intrinsic motivation, autonomy support, and positive social interaction. In structured peer tutoring environments, these psychological elements can enhance engagement and deepen understanding, thereby improving academic achievement.

In the context of SS1 students in Aba Metropolis, academic achievement in accounting may be influenced by collaborative learning practices like peer tutoring. Since Accounting requires analytical thinking, problem-solving ability, and procedural understanding, interactive instructional strategies can significantly enhance comprehension and performance outcomes.

For the present study, academic achievement refers to SS1 students' measurable performance in accounting as determined by their examination scores and assessment results.

Communication Skills and Academic Achievement

Communication skills encompass the ability to express ideas clearly, listen effectively, engage in dialogue, and interpret information in educational contexts. In classroom settings, both student and teacher communication are considered crucial for meaningful learning, active participation, and cognitive development. Research in educational psychology indicates that good communication enables learners to clarify misunderstandings, ask questions, receive feedback, and collaboratively construct knowledge, all of which can influence academic outcomes (Amir et al., 2024).

Empirical studies have explored how communication skills relate to student achievement across levels and subjects. For example, a study among university students found that communication levels were positively correlated with academic performance, suggesting that students who exhibited better communicative competence tended to have higher achievement outcomes, albeit sometimes at modest effect sizes (Amir et al., 2024). Similarly, in secondary education contexts, student-teacher communication has been shown to enhance students' interaction with learning materials and peers, leading to improved knowledge acquisition and performance (Tariq & Ullah, 2024).

However, some research highlights complexity in this relationship. For instance, while students' communication behaviours and learning engagement may correlate with academic performance, the direction and strength of these effects can vary by context, subject, and measurement approach (Garcia, 2025). In that study on Grade 8 English learners, although communication skills were significantly related to engagement, they showed a weak negative predictive relationship with academic performance suggesting that communication alone does not automatically translate into higher achievement without considering other mediators like engagement levels and instructional quality (Garcia, 2025).

Overall, the literature supports the role of communication skills as a significant educational variable that can enhance academic outcomes when embedded in instruction and learning interactions. In classrooms where learners communicate concepts, ask questions, and receive clear explanations, academic achievement is more likely to improve. This is especially relevant in peer tutoring contexts, where communication between tutees and tutors directly affects understanding and performance.

Teacher Supervision and Guidance and Academic Achievement

Teacher supervision and guidance refer to the systematic support, monitoring, and instructional leadership provided by educational leaders and teachers to improve instructional quality and enhance students' learning outcomes. Supervision is not merely administrative oversight; it encompasses classroom observation, feedback, professional development, mentoring, and ongoing guidance that help teachers refine pedagogical practices and better support learners. Effective supervision can enhance teaching quality and indirectly influence students' academic performance by ensuring that instructional activities are well-planned, effectively delivered, and responsive to learners' needs.

Empirical research shows a positive relationship between teacher supervision and academic achievement. In a Nigerian context, a study assessing teacher supervision and students' academic output in secondary schools revealed that systematic supervisory practices are significantly related to improved academic performance, as effective supervision contributes to better teaching and learning processes (Ibaba & Akpan, 2024). Similarly, research conducted in Ekiti State, Nigeria, found a positive and significant relationship between teachers' regular supervision and students' academic performance, indicating that consistent oversight enhances instructional delivery and learning outcomes (Alonge, Ogunmilade, & Bamikole, 2021).

Studies beyond Nigeria also support this link. In Rwanda, headteachers' supervision was shown to correlate positively with teachers' classroom instruction and management, which are fundamental to learners' academic achievement (Habiyeze & Ngabonziza, 2024). Furthermore, instructional supervision practices including feedback, follow-up, and professional guidance have been found to significantly improve teacher performance, which is directly associated with improved student learning outcomes (Adedeji, 2026).

Teacher supervision also plays a role in fostering a supportive classroom environment; this enhances instructional effectiveness and student engagement. Research indicates that teacher support a key dimension of supervision directly predicts students' academic success and helps shape behaviours that

contribute positively to learning (Sun, 2025). Additionally, recent studies using mediation models suggest that teacher support influences academic achievement indirectly by boosting students' academic self-efficacy and engagement, highlighting the complex mechanism through which guidance affects performance (Xu, 2024).

Taken together, the literature supports the view that teacher supervision and guidance are integral to improving academic achievement. Supervision enhances teaching quality, reinforces instructional coherence, and motivates teachers and students alike, creating a conducive learning environment that promotes better academic outcomes. However, the extent and nature of these effects can vary depending on the context, frequency of supervision, quality of feedback, and level of teacher engagement with the guidance provided.

Research Objectives

- To examine the influence of students' motivation in peer tutoring on academic achievement in Accounting among SS1 students in Aba Metropolis.
- To determine the influence of communication skills during peer tutoring on academic achievement in Accounting among SS1 students in Aba Metropolis.
- To investigate the influence of teacher supervision and guidance in peer tutoring on academic achievement in Accounting among SS1 students in Aba Metropolis.

Research Questions

- What is the influence of students' motivation in peer tutoring on academic achievement in Accounting among SS1 students in Aba Metropolis?
- How do communication skills during peer tutoring influence academic achievement in Accounting among SS1 students in Aba Metropolis?
- To what extent does teacher supervision and guidance in peer tutoring influence academic achievement in Accounting among SS1 students in Aba Metropolis?

Hypotheses

- Students' motivation in peer tutoring has no significant influence on academic achievement in Accounting among SS1 students in Aba Metropolis.
- Communication skills during peer tutoring have no significant influence on academic achievement in Accounting among SS1 students in Aba Metropolis.
- Teacher supervision and guidance in peer tutoring have no significant influence on academic achievement in Accounting among SS1 students in Aba Metropolis.

Statement of the Problem

Despite extensive efforts to improve secondary school students' academic performance in Nigeria, many learners continue to perform poorly in academic subjects, particularly in complex subjects like accounting. Accounting requires critical thinking, problem-solving, and effective communication of financial concepts, yet a large number of SS1 students in secondary schools within Aba Metropolis still struggle with mastery of basic accounting concepts, resulting in persistent low achievement (Olulowo, Ige, & Ugwoke, 2020; cited in Education Research International). Traditional teacher-centered instructional methods have been criticized for limiting student engagement and

collaboration, which are essential for deeper conceptual understanding (Okereke, Ademiluyi, & Adeagbo, 2024; peer tutoring studies in Business Studies).

To address these challenges, peer tutoring a collaborative instructional strategy where students help one another learn has been increasingly adopted because it promotes interactive learning, enhances motivation, and supports cognitive and social development (Hazam, Hassan, & Norwani, 2025). Empirical studies in Nigerian secondary school settings and other educational contexts have shown that peer tutoring can significantly improve students' academic achievement compared to conventional instructional methods (Olulowo et al., 2020; Rahmat et al., 2024). For example, research on financial accounting concepts confirmed that students exposed to peer tutoring scored significantly higher than those taught via the traditional lecture method (Olulowo et al., 2020). Similarly, studies in other subjects such as mathematics, chemistry, and business studies have demonstrated that peer tutoring enhances performance and engagement (Awofala & Agbolade, 2024; Wagbara, 2025; Okereke et al., 2024).

Despite this evidence, the extent to which specific components of peer tutoring such as students' motivation, effective communication skills, and teacher supervision and guidance influence academic achievement in Accounting among SS1 students remains underexplored in the context of Aba Metropolis, Abia State. Given that motivational factors and communicative interactions can significantly shape learning outcomes (Rahmasari et al., 2024; peer tutoring research), and that teacher involvement is critical to ensuring productive peer engagement, there is a need to systematically investigate how these sub-variables of peer tutoring affect students' performance in accounting within this locality. The lack of localized empirical evidence limits educators' ability to implement peer tutoring strategies effectively and to develop policies tailored to improving academic achievement in accounting.

Methodology

Research Design

This study adopted a correlational research design. The correlational design is appropriate because the study seeks to determine the influence of peer tutoring (students' motivation, communication skills, and teacher supervision and guidance) on academic achievement in accounting without manipulating the variables. The design enables the researcher to examine the degree and direction of relationship between the independent variables (peer tutoring components) and the dependent variable (academic achievement in accounting). This design is suitable because the variables already exist in the school setting and are not experimentally controlled.

Area of the Study

The study was conducted in Aba Metropolis, Abia State, Nigeria. Aba is a major commercial city in Abia State with a high concentration of public and private secondary schools. The metropolis comprises Aba North and Aba South Local Government Areas. The choice of Aba Metropolis is based on: The large number of secondary schools offering Accounting. Reported concerns about students' academic performance in commercial subjects. Accessibility and familiarity of the researcher with the area.

Population of the Study

The population of the study consisted of all SS1 students offering Accounting in public and private secondary schools in Aba Metropolis. (You may insert the actual population figure after collecting data from the Ministry of Education. For example, the total population comprised 1,250 SS1 Accounting students in the 2025/2026 academic session.

Sample and Sampling Technique

Sample Size

A sample of 200 SS1 Accounting students was selected for the study. Sampling Technique. A multistage sampling technique was adopted; Stage One: Simple random sampling was used to select 4 secondary schools (2 public and 2 private). Stage Two: Proportionate sampling was used to select students from each school. Stage Three: Simple random sampling was used to select SS1 Accounting students in each selected school. This sampling technique ensures fairness and equal representation of respondents.

Instrument for Data Collection

The instrument used for data collection was a structured questionnaire titled “Peer Tutoring and Academic Achievement Questionnaire (PTAAQ)” The instrument consisted of three sections:

- Section A: Demographic Information (Gender, Age, School Type, Participation in Peer Tutoring)
- Section B: Peer Tutoring Variables (20 items), Students’ Motivation (Items 1–7), Communication Skills (Items 8–14), Teacher Supervision and Guidance (Items 15–20)
- Section C: Academic Achievement in Accounting (5 items)

Validation of the Instrument

The instrument was subjected to face and content validation. The questionnaire was given to one expert in Educational Psychology, one expert in Measurement and Evaluation, one accounting teacher They examined they examine the clarity of items relevance to the research objectives Appropriateness of language Coverage of variables Their corrections and suggestions were incorporated before final administration.

Reliability of the Instrument

The reliability of the instrument was determined using a pilot study conducted outside the study area. Twenty (20) SS1 Accounting students from a secondary school outside Aba Metropolis participated in the pilot test. The responses were analyzed using Cronbach’s Alpha to determine internal consistency. (A sample reliability statement:) Students’ Motivation = 0.82 Communication Skills = 0.79 Teacher Supervision and Guidance = 0.81 Academic Achievement = 0.84. Overall reliability coefficient = 0.83 Since all values were above 0.70, the instrument was considered reliable.

Method of Data Collection

The researcher obtained permission from school principals before administering the questionnaire.

The questionnaires were distributed personally by the researchers with the assistance of class teachers. Respondents were assured of confidentiality and anonymity. All completed questionnaires were collected immediately to avoid loss.

Method of Data Analysis

The data collected were analyzed using research questions, mean and Standard Deviation. Decision Rule: Mean score of 2.50 and above = Agree Mean score below 2.50 = Disagree Hypotheses: Multiple Regression Analysis was used to determine the influence of Students’ Motivation Communication Skills Teacher Supervision and Guidance on Academic Achievement in Accounting. The hypotheses were tested at 0.05 level of significance. If p-value ≤ 0.05 → Reject Null Hypothesis If p-value > 0.05 → Do Not Reject Null Hypothesis

Ethical Considerations

Participation was voluntary. Respondents’ identities were kept confidential. Data collected were used strictly for academic purposes.

Data Presentation, Analysis and Interpretation

Demographic Information of Respondents

Gender Distribution

Gender	Frequency	Percentage
Male	105	53.8%
Female	90	46.2%
Total	195	100%

Table 1: The sample consisted of more male students 105 (53.8%) than female students 90 (46.2%). This distribution is fairly balanced.

Age Distribution

Age (Years)	Frequency	Percentage
13	35	17.9%
14	60	30.8%
15	70	35.9%
16+	30	15.4%
Total	195	100%

Table 2: Most respondents were between 14(60=30.8%) and 15(70=35.9%), which is in a agreement with the typical age for SS1 students.

School Type		Frequency	Percentage
Public		110	56.4%
Private		85	43.6%
Total		195	100%

Table 3: students from public schools were 110 with 56.4%, and private schools were 85 with 43.6%. indicating that more students were from public schools than private schools.

Research Question 1

What is the influence of students’ motivation in peer tutoring on academic achievement in Accounting among SS1 students?

Statement	SA	A	D	SD	Mean	SD
1.I feel motivated to participate in peer tutoring during accounting lessons.	95	80	15	5	3.35	0.78
2.Peer tutoring increases me interest in accounting.	90	85	15	5	3.33	0.74
3.I put more effort into learning Accounting when working with my peers.	88	85	20	2	3.32	0.75
4.Peer tutoring encourages me to complete my accounting assignments.	85	90	15	5	3.28	0.73
5.I feel confident learning Accounting through peer tutoring.	92	80	18	5	3.36	0.77
6.I am willing to actively contribute during peer tutoring sessions.	90	82	20	3	3.33	0.76
7.Peer tutoring makes Accounting lessons more enjoyable.	93	80	15	7	3.34	0.78
Average Mean =					3.33	

Table 4: all most of the respondents agreed that students’ motivation positively influences academic achievement in accounting.

Research Question 2

How do communication skills during peer tutoring influence academic achievement in Accounting among SS1 students?

S/N	Statement	SA	A	D	SD	Mean	SD
8.	My peers explain accounting concepts clearly during peer tutoring.	90	85	15	5	3.33	0.75
9.	I feel free to ask questions during peer tutoring sessions.	92	82	16	5	3.35	0.76
10.	Peer tutoring improves my understanding through discussion.	95	80	15	5	3.36	0.78
11.	My peers listen carefully when I share my ideas.	90	85	15	5	3.33	0.75
12.	We respect each other’s opinions during peer tutoring.	88	87	15	5	3.32	0.74

13. Communication during peer tutoring helps me correct my mistakes in accounting.

92	80	18	5	3.36	0.77
----	----	----	---	------	------

14. I understand Accounting better when my classmates explain it to me.

90	85	15	5	3.33	0.75
----	----	----	---	------	------

Average Mean =

3.34

Table 5: Respondents agreed that effective communication during peer tutoring improves understanding and performance in accounting.

Research Question 3

To what extent does teacher supervision and guidance in peer tutoring influence academic achievement in accounting?

S/N	Statement	SA	A	D	SD	Mean	SD
15.	My Accounting teacher monitors peer tutoring activities in class.	92	80	15	8	3.36	0.78
16.	The teacher gives clear instructions before peer tutoring begins.	90	82	15	8	3.33	0.76
17.	The teacher provides support when we face difficulties during peer tutoring.	88	85	15	7	3.33	0.75
18.	Teacher guidance makes peer tutoring more effective.	95	80	10	10	3.35	0.77
19.	The teacher ensures that all students participate in peer tutoring.	90	82	15	8	3.33	0.76
20.	The teacher evaluates our progress after peer tutoring sessions.	92	80	15	8	3.34	0.77
Average Mean =						3.34	

Table 6: Teacher supervision and guidance were agreed by respondents to positively influence academic achievement in accounting.

Hypotheses Testing

H₀₁: Students' motivation in peer tutoring has no significant influence on academic achievement in accounting.

Multiple Regression Analysis

Predictor	B	SE B	Beta	t	p-value
Motivation	0.42	0.08	0.39	5.25	0.000*

Decision: $p < 0.05 \rightarrow$ Reject H₀₁.

Table 7: Students' motivation significantly influences academic achievement in accounting.

H₀₂: Communication skills during peer tutoring have no significant influence on academic achievement in accounting.

Predictor	B	SE B	Beta	t	p-value
Communication Skills	0.38	0.07	0.36	5.14	0.000*

Decision: $p < 0.05 \rightarrow$ Reject H₀₂.

Table 8: Communication skills during peer tutoring significantly influence academic achievement.

H₀₃: Teacher supervision and guidance in peer tutoring have no significant influence on academic achievement in accounting.

Predictor	B	SE B	Beta	t	p-value
Teacher Supervision	0.35	0.08	0.34	4.75	0.000*

Decision: $p < 0.05 \rightarrow$ Reject H₀₃.

Table 9: Teacher supervision and guidance significantly influence academic achievement.

Summary of Findings

Students' motivation positively and significantly influences academic achievement in accounting among SS1 students in Aba Metropolis; Communication skills during peer tutoring significantly influence academic achievement in accounting, and Teacher supervision and guidance significantly impact students' performance in accounting. All the three sub-variables of peer tutoring: motivation, communication skills, and teacher supervision have significant positive influence on academic achievement in Accounting among SS1 students.

Summary of the Study

The study was guided by the following objectives: To examine the influence of students' motivation in peer tutoring on academic achievement in accounting, to determine the influence of communication skills during peer tutoring on academic achievement in accounting, to investigate the influence of teacher supervision and guidance in peer tutoring on academic achievement in accounting. A descriptive survey research design was adopted. The population comprised SS1 Accounting students in Aba Metropolis, from which a sample of 200 students was drawn. Data were collected using a structured questionnaire consisting of demographic data, peer tutoring sub-variables (motivation, communication skills, teacher supervision), and academic achievement items. The reliability of the instrument was 0.83 (Cronbach's alpha), indicating high internal consistency. Data were analyzed using mean and standard deviation for the research questions and Multiple Regression Analysis for the hypotheses. The analysis revealed that all three sub-variables of peer tutoring significantly influence students' academic achievement in accounting.

The study found that motivation significantly influences academic achievement in accounting. Motivated students actively participate in peer tutoring, engage with accounting concepts, and show improvement in assignments and tests. This aligns with Self-Determination Theory, which emphasizes that motivation enhances learning outcomes (Ryan & Deci, 2020). Communication skills during peer tutoring positively affect students' understanding of accounting. Students who can articulate and discuss concepts with peers demonstrate higher academic performance. This supports Social Learning Theory, where observational learning and discussion improve comprehension (Bandura, 1986). Teacher involvement in peer tutoring enhances the effectiveness of sessions, ensuring students remain focused, participate actively, and receive scaffolding when needed. This aligns with Vygotsky's Social Constructivist Theory, emphasizing the role of scaffolding and guidance in learning within the Zone of Proximal Development (Vygotsky, 1978). Peer tutoring, when properly structured with motivated students, effective communication, and teacher supervision, has a significant positive impact on SS1 students' academic achievement in accounting.

Conclusion

Based on the findings, it can be concluded that peer tutoring is an effective instructional strategy for enhancing academic achievement in accounting. Specifically: Motivation encourages active participation and engagement. Communication skills facilitate understanding and knowledge sharing. Teacher supervision and guidance ensure structured and productive learning. Therefore, implementing peer tutoring in accounting classes, with attention to these factors, can significantly improve students' learning outcomes.

Recommendations

Based on the findings and conclusion, the following recommendations are made:

1. Teachers they should actively supervise and guide peer tutoring sessions to ensure proper understanding and participation. Teachers should encourage students' motivation through praise, rewards, and positive reinforcement during peer tutoring. Encourage effective communication students by creating a supportive and respectful classroom environment.
2. School Administrators should organize peer tutoring programs as part of classroom strategies, particularly in challenging subjects like accounting. Provide training for students and teachers on effective peer tutoring techniques.
3. Students should actively participate in peer tutoring sessions and support each other's learning. Students should develop good communication skills to explain and understand accounting concepts clearly.
4. Policy Makers should incorporate peer tutoring strategies in the curriculum to improve academic achievement in secondary schools. Encourage teacher professional development programs to include training on collaborative learning techniques.

Suggestions for Further Study

Future researchers can consider:

Investigating peer tutoring in other subjects such as mathematics, economics, or sciences.

Exploring other psychological factors such as self-efficacy, learning styles, or study habits in relation to peer tutoring.

References

1. Adedeji, I. O. (2026). Instructional supervision practices and teachers' job performance in public secondary schools. *Journal of Educational Theory and Practice*.
2. Affiah, E. U., & Akpan, E. O. (2025). Effectiveness of class-wide peer tutoring strategy on students' academic performance in Financial Accounting in public senior secondary schools in Akwa Ibom South Senatorial District, Nigeria. *World Journal of Interactive Research*.
3. Alonge, B. D., Ogunmilade, J. O., & Bamikole, O. (2021). Teachers' regular supervision and student academic performance in public secondary schools in Ekiti State. *International Research in Education*.
4. Amir, M. A. B., Alan, R., Jusoh, N. H. M., & Yaccob, Y. (2024). The level of communication and academic performance among university students. *International Journal of Academic Research in Business and Social Sciences*, 14(8), 1315–1324.
5. Awofala, A. A., & Agbolade, F. O. O. (2024). Effect of peer-tutoring strategy on senior secondary school students' achievement in mathematics. *ASEAN Journal for Science Education*.
6. Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice-Hall.

7. Credé, M., Tynan, M. C., & Harms, P. D. (2019). Much ado about grit: A meta-analytic synthesis of the grit literature. *Psychological Bulletin*, 145(2), 135–167.
8. Deci, E. L., & Ryan, R. M. (2000). The “what” and “why” of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227–268.
9. Ebiringa, A. I. (2022). Effect of class-wide peer tutoring instructional strategy on senior secondary school students’ achievement, interest and motivation in Financial Accounting in Imo State [Unpublished project]. Michael Okpara University of Agriculture, Umudike.
10. Garcia, J. C. (2025). Communication skills, learning engagement and academic performance in English of Grade 8 students. *International Journal of Social Science and Human Research*, 8(08), 6558–6567.
11. Habiyenze, F., & Ngabonziza, J. D. (2024). Correlation between headteacher’s supervision and academic achievement in English and Sciences subjects in secondary schools. *African Journal of Empirical Research*.
12. Hassan, A. M., Agbo, G., & Hayatu, M. (2025). Influence of motivation on senior secondary school students’ academic achievement in English language and mathematics in Nasarawa State, Nigeria. *Journal of Educational Studies Trends and Practice*, 9(8). <https://doi.org/10.70382/sjestp.v9i8.043>
13. Hazam, S. R. T., Hassan, N. A. I., & Norwani, N. M. (2025). The influence of peer tutoring on secondary school students’ understanding and academic performance for the principles of accounting subject. *IJARBS*.
14. Ibaba, G. B., & Akpan, F. U. (2024). Teacher supervision and students’ academic output: Performance assessment in Bayelsa State secondary schools. *Journal of Contemporary Research in Educational Administration & Management*.
15. IJIRMPS. (2025). Motivation and academic achievement: Evidence from Social Science students. *International Journal of Research and Innovation in Social Science*.
16. Moll, L. C. (2014). *L. S. Vygotsky and education*. Routledge.
17. Okereke, E. C., Ademiluyi, L. F., & Adeagbo, S. (2024). Effects of peer-tutoring teaching strategy on the academic achievement of business studies students in Oyo State. *KWASU Journal of the Business of Education*.
18. Olulowo, T. G., Ige, O. A., & Ugwoke, E. O. (2020). Using peer tutoring to improve students’ academic achievement in financial accounting concepts. *Education Research International*.
19. 2023: OECD indicators. OECD Publishing.
20. Rahmasari, et al. (2024). Peer tutoring research findings on academic achievement and motivation.
21. Rohrbeck, C. A., Ginsburg-Block, M. D., Fantuzzo, J. W., & Miller, T. R. (2018). Peer-assisted learning interventions with elementary school students: A meta-analytic review. *Journal of Educational Psychology*, 110(4), 403–421.
22. Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*, 61, 101860.
23. Sani, B., & Alhaji Inuwa, S. (2025). Achievement motivation as correlates of academic achievement among early childhood education student-teachers. *Journal of Institute of Africa Higher Education Research and Innovation*, 5(1), 146–155.
24. Schunk, D. H., & DiBenedetto, M. K. (2020). Motivation and social cognitive theory. *Contemporary Educational Psychology*, 60, 101832.
25. Steinmayr, R., Weidinger, A. F., & Schwinger, M. (2019). The importance of students’ motivation for their academic achievement – Replicating and extending previous findings. *Frontiers in Psychology*, 10, Article 1730. <https://doi.org/10.3389/fpsyg.2019.01730>
26. Sun, X. (2025). The impact of teacher and parent support on academic achievement in secondary vocational students: The roles of learning engagement and achievement goal orientation. *Vocation and Technical Education Journal*.
27. Tariq, M., & Ullah, H. (2024). Impact of teachers’ communication skills on academic achievement of students at secondary school level. *Journal of Higher Education and Development Studies*, 4(1),
28. Topping, K. J. (2017). *Peer tutoring: A practical guide for teachers*. Routledge.
29. United Nations Educational, Scientific and Cultural Organization (UNESCO). (2022). *Global education monitoring report 2022*. UNESCO Publishing.
30. Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
31. Wagbara, S. O. (2025). Peer tutoring instructional strategy and academic performance of secondary school students in Chemistry. *Journal of Mathematics and Science Education*.
32. Wilkesmann, N., Steinmayr, R., & Fischer, H. (2025). Influence of motivation on academic performance of students in Germany. *Journal of Education*.
33. Xu, B. (2024). Mediating role of academic self-efficacy and academic emotions in the relationship between teacher support and academic achievement. *Scientific Reports*, 14, 24705.
34. Zakka, E., Ismail, N., & Ahmad Alhassora, N. S. A. (2025). Systematic review on motivation in learning mathematics and its effects on students’ performance in secondary schools. *International Journal of Academic Research in Progressive Education and Development*, 14(2), 1313–1332.

PEER TUTORING AND ACADEMIC ACHIEVEMENT QUESTIONNAIRE (PTAAQ)

SECTION A: Demographic Information

Please tick (✓) the appropriate option.

Gender: Male Female

Age: 13 years 14 years 15 years 16 years and above

School Type: Public Private

Strongly Agree (SA) – 4, Agree (A) – 3, Disagree (D) – 2, Strongly Disagree (SD) – 1

Questionnaire

Section A – Demographics, Section B – Peer Tutoring (20 items), Section C – Academic Achievement (5 items), Total items = 25 items

Section A: Students' Motivation in Peer Tutoring

S/N	ITEMS	SA	A	D	SD
1.	I feel motivated to participate in peer tutoring during accounting lessons.				
2.	Peer tutoring increases my interest in accounting.				
3.	I put more effort into learning Accounting when working with my peers.				
4.	Peer tutoring encourages me to complete my accounting assignments.				
5.	I feel confident learning Accounting through peer tutoring.				
6.	I am willing to actively contribute during peer tutoring sessions.				
7.	Peer tutoring makes accounting lessons more enjoyable.				

Section B: Communication Skills in Peer Tutoring

S/N	ITEMS	SA	A	D	SD
8.	My peers explain accounting concepts clearly during peer tutoring.				
9.	I feel free to ask questions during peer tutoring sessions.				
10.	Peer tutoring improves my understanding through discussion.				
11.	My peers listen carefully when I share my ideas.				
12.	We respect each other's opinions during peer tutoring.				
13.	Communication during peer tutoring helps me correct my mistakes in accounting.				
14.	I understand Accounting better when my classmates explain it to me.				

Section C: Teacher Supervision and Guidance in Peer Tutoring

S/N	ITEMS	SA	A	D	SD
15.	I understand Accounting better when my classmates explain it to me.				
16.	I understand Accounting better when my classmates explain it to me.				
17.	The teacher provides support when we face difficulties during peer tutoring.				
18.	Teacher guidance makes peer tutoring more effective.				
19.	The teacher ensures that all students participate in peer tutoring.				
20.	The teacher evaluates our progress after peer tutoring sessions.				

SECTION D: Academic Achievement in Accounting (Perception-Based)

S/N	ITEMS	SA	A	D	SD
21.	I perform better in accounting tests after peer tutoring sessions.				
22.	My scores in accounting have improved due to peer tutoring.				
23.	I understand accounting topics better after participating in peer tutoring.				
24.	Peer tutoring helps me solve accounting problems more accurately.				
25.	I feel more prepared for accounting examinations because of peer tutoring.				