COMPARATIVE EFFECTS OF PEER TUTORING AND INDIVIDUALIZED INSTRUCTIONAL STRATEGIES ON SENIOR SCHOOL STUDENTS' ACHIEVEMENT IN READING COMPREHENSION IN LOKOJA, KOGI STATE

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Abstract

The research study investigated the comparative effects of peer tutoring and individualized instructional strategies on senior school students' achievement in reading comprehension in Lokoja, Kogi State. The sample for the study consisted of 160 SSS2 students from two co-educational schools in Lokoja education zone. Two research questions and two null hypotheses were tested at a 0.05 level of significance, guiding the study. The population for the study comprised 14,582 (6,459 males and 8,123 females) senior secondary two (SS2) students for the 2023/2024 academic session. The sample size consisted of 78 experimental group consisted of male and female students, while the control group consisted of 82 male and female students. The research adopted a quasi-experimental design. The students were divided into two groups: one receiving peer tutoring and the other with individualized instruction. Pre-tests and post-tests were administered to measure the students' reading comprehension before and after the intervention. The instrument for data collection was the English Reading Achievement Test (ERAT), which was marked by over fifty. The data collected were analyzed using ANCOVA to determine the effectiveness of each instructional strategy. From the results obtained, it was found that students in the experimental group(peer-tutoring) had significantly higher achievement scores in English reading comprehension than their counterparts who were in the control group (individualized strategy). Also, gender had a significant effect on students' achievement in English reading comprehension. Based on the findings, it was recommended that English language teachers should adopt a peer tutoring strategy in teaching English reading comprehension.

Keywords: English language, reading comprehension, peer tutoring, individualized instructional strategy, academic achievement, gender in language learning

Introduction

The importance of the English language as a medium of communication cannot be overstated, particularly in a multilingual country like Nigeria, where it serves as a unifying factor among people of diverse ethnic and linguistic backgrounds. As the official language of the nation and the primary language of instruction in schools, English occupies a central role in the educational system and in national life as a whole. It is not only the language of governance, media, law, and commerce but also the bridge that connects Nigerians to global communities.

The teaching of the English language is geared towards mastering the four basic language skills, namely listening, speaking, reading, and writing. Among these four language skills, reading is considered the most important skill in learning a second language, especially the English language (Menakaya, Muazu, & Mbegbu, 2022). This means that reading should be taught to English language learners in schools. According to Anidi and Obumneke-Okeke (2020), reading is a complex conscious and unconscious mental process in which the reader uses a variety of strategies to reconstruct the meaning that the author is assumed to have intended, based on data from text and from the reader's prior knowledge. This implies that reading activates the cognitive process of decoding printed symbols for meaning to be obtained. In other words, reading can be described as a receptive skill that involves the understanding of written language by finding out what the author has in mind through different strategies such as thinking, predicting, questioning, accessing, evaluating, and refining the author's message. Reading is a multifaceted skill set that a reader must develop to effectively acquire knowledge from printed texts. Olaitan, (2017) emphasized that reading is a reasoning process that requires the meaningful interpretation of words, phrases, and sentences. This process involves various types of thinking, including critical, analytical, creative, imaginative, evaluative, judgmental, and problem-solving skills. To read effectively, Al Azis, and Toyyibah, (2023) argue that readers

must develop specific reading skill, such as the ability to recognize speech sounds, decode unfamiliar words, read fluently, and possess sufficient background knowledge and vocabulary to enhance comprehension. This emphasis on skill acquisition highlights the necessity for readers to cultivate these abilities to process and derive meaning from printed materials.

The reading comprehension syllabus in senior secondary school typically consists of several key components designed to build students' ability to understand and interpret texts. These include vocabulary development, which equips learners with the word knowledge necessary for meaning-making; literal comprehension, which focuses on recalling facts and details; inferential comprehension, which trains students to read between the lines and deduce implied meanings; and critical comprehension, which helps them evaluate ideas, opinions, and arguments in a text. Additionally, the syllabus often emphasizes study skills such as skimming, scanning, summarizing, and identifying main ideas to prepare students for both academic tasks and real-life reading situations. Together, these components aim to enhance learners' proficiency in processing written material while fostering analytical and reflective thinking (Ummu & Selma, 2021).

An aspect of reading skills that is taught to English language readers is reading comprehension. Reading comprehension involves the ability to grasp and interpret information presented in a text. It is an active process aimed at understanding the message conveyed by a given text. (Olaitan, 2017). This process is dynamic, involving the exploration of connections between various elements within the text. At its core, reading comprehension entails an interactive exchange of meaning between the reader and the author, facilitated by mental engagement and prior knowledge. Thus, reading comprehension is an intentional cognitive activity that enables young readers to bridge their understanding with the textual content, drawing upon their knowledge, expectations, and reading purposes. Reading comprehension is the intricate

process by which individuals simultaneously extract and construct meaning through dynamic interaction and active engagement with written language (Al Azis, & Toyyibah, 2023). It entails more than mere perception; it involves delving into the layers of a written text to unravel its context, nuances, and underlying messages. The ultimate aim of this cognitive endeavour is to achieve understanding, a comprehensive grasp of the material that transcends the mere decoding of words. Reading comprehension encompasses various types, each delineated by the reader's distinct purpose and the specific strategies employed in the reading process. These types encompass a spectrum of approaches, ranging from literal comprehension aimed at extracting surface-level information to inferential comprehension, which involves synthesizing implicit meanings and drawing conclusions beyond what is explicitly stated. Additionally, evaluative comprehension requires critical analysis and judgment, while reflective comprehension prompts introspection and personal interpretation (Khusniyah,2021). Each type of comprehension serves as a lens through which readers navigate the textual landscape, enriching their understanding and broadening their perspectives.

The relevance of reading comprehension instruction is to help students develop the knowledge, skills, and experiences, and the ability to understand the ideas in a text which makes them become competent and enthusiastic readers. In other words, the teaching of reading comprehension improves the academic performance and achievement of learners (Abamba,2021). Also, Akabogu and Ajiwoju (2018) agree that students' achievement depends on their ability to read and comprehend information coded in text. This means that there is a positive relationship between reading comprehension and students' achievement and that students who do not comprehend what they read will not perform well in school.

It is, therefore, important to teach reading comprehension in a manner that will improve students' achievement, especially those in secondary schools. According to Ummu and Selma (2021), students' achievement in reading is directly linked to a child's success with five fundamental literacy skills which include phonemic awareness, alphabetic principle, fluency, vocabulary, and comprehension. when these literacy skills are understood and nurtured, it can encourage successful reading achievement among students. To measure students' achievement in reading comprehension, teacher-made tests, and standardized tests are mostly used to determine students' strengths and weaknesses in reading comprehension instruction. According to Egbe (2015), the level of achievement or success is measured with an achievement test and the scores obtained from it are the indices of the level of achievement. Achievement is a mechanism through which learners can learn about their abilities and competencies. According to Afolabi and Elegbede (2022), academic achievement is the overall academic performance of a student in secondary school and it can be assessed by the use of the use of tests and examinations. This means the extent to which a learner is profiting from instructions in a given area of learning, that is, achievement is reflected by the extent the knowledge or skill has been imparted to a learner. Hence, achievement is an important predictor of the performance of students, especially those in secondary schools.

Considering the importance of reading comprehension, one would expect students to perform better in this aspect of the English language. Unfortunately, students' academic performance in reading comprehension is highly poor, thereby jeopardizing their overall performance in the English language. The low achievement and general weaknesses of secondary school students in English reading comprehension can be traceable to gender and teachers' methods of teaching (The West African Examinations Council Chief Examiner's Report, 2022). Given this, Assidiq, (2022) asserts that the teaching method used by English language teachers can predict students' achievement in reading comprehension. This entails that the teaching method is identified as one of the

predictors of students' academic achievement.

Individualized instruction, while beneficial in catering to diverse learning needs, presents several challenges. One major disadvantage is the increased demand for teacher time and resources, as educators must design and monitor personalized learning plans for each student, which can be overwhelming (Tomlinson, 2014). It may limit peer interaction and collaborative learning, essential for developing social and communication skills (Slavin, 2019). Moreover, student self-regulation and motivation disparities can lead to inconsistent learning outcomes, as some learners may struggle with autonomy and require more guidance (Zimmerman & Schunk, 2011). Finally, implementing individualized instruction often requires advanced technological and material resources, which may not be feasible in underfunded educational settings (Reiser & Dempsey, 2017). These factors highlight the limitations of individualized instruction despite its potential benefits. One such method is the comparative effects of peer tutoring and individualized strategies on senior school students' achievement in reading comprehension in Lokoja education zone.

Peer tutoring and individualized strategies are two examples of the methods of instruction that involve students teaching other students. Fakeye (2021) described peer tutoring as an instructional strategy that permits students to assist one another learn materials, reinforce skills, or practice a learned task. This strategy often results in social, emotional, mental, and academic gains for participating students. Abimbola (2019) stated that peers are more sensitive, active, and responsive to picking up integrated science concepts and other non-verbal cues. In a well-designed peer tutoring class, each of the participating students gets more attention from the tutor and is freer to speak, interact, and contribute to topical issues within and outside the purview of the contents of the instruction. Hence, enhancing their active knowledge construction. Similarly, through a structured, planned, and monitored programme under the control of trained, efficient, and effective teachers, peer tutoring has all it takes to assist learners receive maximum learning.

Apart from the teaching technique, research has implicated the close connection between gender and achievement. Gender stresses the roles and responsibilities of males and females. Gender refers to one's subjective feelings of maleness or femaleness irrespective of one's sex (Abdullahi & Bichi, 2015). The authors further stated that gender is classified into masculine or feminine and is concerned with the attitudes that describe males and females in the socio-cultural context. The issue of gender in the reading achievement of pupils has become an area of interest to researchers. Research studies show evidence of girls' superiority over boys in reading (Akabogu, & Ajiwoju, 2018). Some studies, however, reported that boys achieved better (Bamidele & Ali, 2023). Following this argument, it is pertinent to resolve this research finding controversy on gender, as it affects reading comprehension achievement.

In Lokoja education zone, most secondary school students find it difficult to read and understand reading comprehension both in internal and external examinations respectively and so it has become worrisome that parents often employ the services of home tutors to review what has been taught in school; perhaps the students might assimilate reading skills on a second teaching attempt. However, this does not appear to always solve the problem in which these students find themselves. It is thus expedient to try other methods that give the learner a more active role in the learning process, such as peer tutoring. This is more so because of students' involvement in lesson preparation and the self-confidence that emanates from the feeling of integration and recognition. The reciprocal interaction in peer tutoring can help learners meet one of the objectives of secondary education in Nigeria. It becomes necessary to examine the effect of this mode of instruction (Peer tutoring) on the reading achievement of students using comprehension passages in the English Language.

The Theoretical Basis for the Study

The study hinges on Constructivist theory, proposed by Jean Piaget in 1964, emphasizes that learners actively construct their own knowledge by connecting new information to their prior experiences and understanding. In the context of reading comprehension, this theory suggests that students do not simply absorb meaning from texts but rather build meaning through interaction with the material. Teachers can apply this by encouraging learners to activate background knowledge before reading, make predictions, ask questions, and discuss interpretations with peers. Such activities allow students to engage deeply with texts, link ideas to their existing knowledge, and develop higher-order thinking skills, making comprehension more meaningful and long-lasting.

Literature Review

Peer tutoring has continued to gain attention as an instructional strategy that enhances collaborative learning and improves student outcomes. Recent meta-analyses demonstrate its effectiveness across subjects, with Amba (2021) reporting significant positive impacts of tutoring programs—including peer-led models—on student achievement. Similarly, Bamidele and Ali (2023) found that well-structured peer tutoring routines can produce meaningful gains, particularly when integrated into regular classroom instruction. Ajiwou and Akabogu (2018) further showed that peer tutoring in vocabulary learning strengthens conceptual understanding and promotes active engagement among learners. In language learning, Ummu and Selma (2021) highlighted that peer tutoring significantly improves second language writing performance, as students benefit from feedback, modeling, and collaborative meaning-making. Moreover, Abimola (2019) revealed that peer tutoring enhances reading comprehension in primary education when combined with metacognitive strategies. Collectively, these studies affirm that peer tutoring is a versatile and impactful pedagogical tool that supports both academic achievement and the development of critical thinking and communication skills.

Meanwhile, individualized learning has been widely explored in recent years, with studies consistently showing that tailoring instruction to learners' needs enhances academic outcomes. For instance, Fakeye (2017) conducted a large meta-analysis and found that individualized approaches such as tutoring significantly improve student achievement, particularly for struggling learners. Similarly, Assidiq. (2019) reported that well-designed personalized programs, especially those integrated into classroom routines, produce meaningful learning gains. In higher education, Anidi and Obumneke-Okeke (2020) demonstrated that adaptive learning platforms improved engagement and performance, though challenges such as workload and resource allocation remained. Ummu and Selma (2021) further identified effective design patterns for individualized technology-enhanced learning, including adaptive sequencing and timely feedback, which strongly predicted student success. At the classroom level, Amba (2021) highlighted that differentiated instruction—a form of individualized learning—positively impacts learner motivation and achievement when supported by teacher training. Collectively, these studies affirm that individualized learning is a powerful strategy, but its effectiveness depends heavily on thoughtful design, teacher involvement, and consistent implementation.

Statement of the Problem

Reading comprehension is a critical skill for academic success, particularly at the senior school level where students are expected to engage with complex texts across various subjects. Despite its importance, many students in Lokoja struggle with reading comprehension, which hampers their overall academic performance. Individualized strategies. have not been entirely effective in addressing this issue, leading to a need for alternative strategies that can better support students in developing these essential skills.

Peer tutoring is a technique that has shown promise in enhancing students' reading

comprehension abilities (Bamidele & Ali, 2023). However, there is a lack of empirical evidence comparing the effectiveness of these two methods in the context of senior school students in Lokoja. This gap in knowledge poses a challenge for educators and policymakers who are seeking the most effective strategies to improve students' reading comprehension and, consequently, their academic achievement. Therefore, this study seeks to address this problem by investigating and comparing the effects of peer tutoring on the reading comprehension achievement of senior school students in Lokoja.

Peer tutoring involves students working in pairs or small groups to support each other's learning. Research has shown that peer tutoring can be an effective instructional strategy for improving reading comprehension. For example, a study by Topping et al (1998) found that peer tutoring significantly improved students' reading comprehension achievement. Similarly, a study by Amba (2021) found that peer tutoring was effective in improving students' reading comprehension, especially for students who were struggling with reading.

Individualized instructional strategies involve tailoring instruction to meet the unique needs and abilities of each student. Research has shown that individualized instructional strategies can be an effective way to improve reading comprehension. For example, a study by Slavin (2019) found that individualized instruction was effective in improving students' reading comprehension achievement. Similarly, a study by Pressley (2006) found that individualized instruction was effective in improving students' reading comprehension, especially for students who were struggling with reading.

Few studies have compared the effectiveness of peer tutoring and individualized instructional strategies in improving reading comprehension. However, a study by Bamidele and Ali . (2023) found that both peer tutoring and individualized instruction were effective in improving students' reading comprehension achievement, with no significant difference between the two groups.

In conclusion, the literature suggests that both peer tutoring and individualized instructional strategies can be effective in improving reading comprehension. However, there is a need for further research to compare the effectiveness of these two instructional strategies.

Purpose of the Study

The general purpose of this study was to find out the effects of peer tutoring on the reading comprehension achievement of senior school students in Lokoja. Specifically, the study objectives were to:

i. find out the mean scores of senior school students in the experimental group who received peer tutoring and the control group who received individualized strategies. in reading comprehension;

ii. determine the difference in the mean scores of male and female senior school students in the experimental group who received peer tutoring and the control group who received individualized strategies. in reading comprehension.

Research questions

The following research questions guided the study:

i. What is the mean achievement score of students taught reading comprehension in the English language using peer tutoring and individualized strategies.?

ii. What is the mean score achievement of male and female secondary school students in the experimental group who received peer tutoring and the control group who received individualized strategies. in reading comprehension?

Research Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance:

i. There is no significant difference in the mean achievement scores of students taught reading comprehension using peer tutoring and individualized strategies.

ii. There is no significant difference in the mean achievement scores of male and female

students in reading comprehension.

Methodology

The researcher adopted a quasi-experimental design, which is a non-randomized, control group, pre-test, and post-test design. This design was adopted because the students that were used for the experiment were intact classes. Randomization would disrupt the existing structure of the school, thus posing some administrative problems. The population of the study consisted of all the 6, 459 (Male) and 8, 123 (Female) Senior School students in public secondary schools in Lokoja, Kogi State in the 2023/2024 academic session. (Education Resource Centre, Lokoja, Kogi State). Senior students were used for the study because they have finished their Junior Secondary School and are in the penultimate years of their secondary school. The sample consisted of 160 SSII students from two co-educational upper Senior Secondary Schools in Lokoja, Kogi State in the 2023/2024 academic session. Two intact classes were drawn from each of the schools (One experimental and one control group respectively). The sample size that was used for the experimental and control groups was the number of students in the intact classes. The experimental group (peer tutoring) was made up of eighty-four (84) students while the control group (individualized instruction) was made up of seventy-six (76) students. Multiple-stage sampling technique was used in drawing the respondents. One instrument was used to collect data for the study: the English Reading Achievement Test (ERAT).

The instrument used for data collection was the English Reading Achievement Test (ERAT). The English Reading Achievement Test was made up of two sections. Section A was used to get the demographic information from the respondents while section B contained the test of comprehension comprising two pretest passages and two equivalent posttest passages for both experimental and control groups. To ensure the validity of ERAT, it was subjected to face and content validation by experts from the Federal University Lokoja, Kogi State. Two of the experts were in area of English language Education and one in Measurement and Evaluation. To determine the reliability of ERAT, it was trial-tested on 25 SS II students randomly selected from Ajaokuta Local Government, This area was chosen because it has similar students with the same characteristics as those used for the study. After the trial test, data was collated and analyzed using Cronbach's Alpha Statistics. An internal consistency reliability index of 0.75 was obtained. The researcher trained the regular English language teachers in the experimental group on the use of Peer tutoring in teaching reading comprehension as indicated in the lesson plan, they used. For the control group, the teachers were asked to use the individualized methods. When the researcher made sure that the essential competencies had been acquired by the research assistants, the actual treatment was conducted in both experimental and control groups.

The ERAT was administered to the subjects as a pretest before treatment commenced. Students' scores in the first test served as the pretest scores for the study. After the pretest, the treatment commenced and it lasted for four weeks. During the treatment, the experimental group was taught using Peer tutoring while the control group was taught using the individualized instruction. At the expiration of the treatment, ERAT was also administered as a posttest. Scores from the pretest and posttest formed the data for this study. Data were analyzed using mean scores and Standard deviation to answer the research questions while the hypotheses were tested at 0.05 level of significance using Analysis of Covariance (ANCOVA).

Results

The results are presented in the tables according to the research questions and hypotheses that guided the study.

Research question One: What is the mean achievement score of students taught reading comprehension in the English language using peer tutoring and individualized strategy?

Table 1: Mean analysis of the achievement scores of students in English reading comprehension before and after exposure to PTIS and CM

Techniques	N	Pre-test		Post-test		
		$\bar{x}$	SD	$\bar{x}$	SD	Mean gain
Peer Tutoring (PT)	84	3.08	1.11	5.88	1.44	2.80
Individualized Strategy	76	3.84	.49	4.45	.89	.61

Table 1 shows that the students who were exposed to peer tutoring and individualized had a pre-test mean achievement score of ($\bar{x}$ = 3.08, SD = 1.11) in the English reading comprehension, while those exposed to the individualized strategy had a pre-test mean achievement score of ($\bar{x}$ = 3.84, SD = .49) in the English reading comprehension. This indicates a slight difference in the pre-test scores of the students exposed to Peer Tutoring and those exposed to individualized strategy. However, at the post-test, students who were exposed to peer tutoring (PT) had a mean achievement score of ($\bar{x}$ = 5.88, SD = 9.67) in the English reading comprehension, while those exposed to the individualized strategy (IS) had a mean achievement score of ($\bar{x}$ = 4.45, SD = .89) in the English reading comprehension. Mean gain scores of 2.80 and .61 for the students exposed to

while the male students who were exposed to Individualized Strategy had a pre-test mean achievement score of (= 3.66, SD = .69) and post-test mean achievement score of (= 4.26, SD = .85) in the English reading comprehension. On the other hand, the female students who were exposed to Peer Tutoring had a pre-test mean achievement score of (= 3.09, SD = 1.19) and a post-test mean achievement score of (= 5.76, SD = 1.37) in the English reading comprehension, while the female students who were exposed to Individualized Strategy had a pre-test mean achievement score of (=

Treatment	Gender	N	Mean	Pre-test Std. Deviation	Mean	Post-test Std. Deviation
Peer Tutoring (PT)	Male	29	3.07	.96	6.10	1.57
	Female	55	3.09	1.19	5.76	1.37
Individualized Strategy	Male	35	3.66	.68	4.26	.85
	Female	41	4.00	.00	4.61	.89

4.00, SD = .00) and post-test mean achievement score of (= 4.61, SD = .89) in the English reading comprehension. This means that the male students of the Peer Tutoring group had higher post-test mean achievement scores in English reading comprehension than the female students of the Peer Tutoring group and the female students of the Individualized Strategy group had higher post-test mean achievement scores in English reading comprehension than the male students of the Individualized Strategy group.

$\bar{x}$

Testing of Hypotheses

The null hypotheses were tested using the t-test and ANCOVA statistics. All tests were conducted at a P >0.05 level of significance.

H_{01}: There is no significant difference in the mean achievement scores of students taught reading comprehension using peer tutoring and an individualized strategy.

Table 3: Analysis of covariance of the effect of peer tutoring and individualized strategy on students' achievement in English reading comprehension.

Table 3 revealed that there is a significant difference in the gain scores of secondary school students in the experimental group who received peer tutoring and (PT) and the control group, individualized strategies, in the English reading comprehension in favour of those exposed to PT, $F(1, 157) = 38.525, p = .000$. This implies that the null hypothesis is rejected since the associated probability value of .000 is less than the .05 level of significance. Thus, the inference drawn is that PT more effective in enhancing students' performance in English reading comprehension` than the individualized strategies(IS).

H_{02}: There is no significant difference in the mean achievement scores of male and female students in reading comprehension.

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	86.314[a]	2	43.157	29.811	.000	.275
Intercept	320.206	1	320.206	221.185	.000	.585
Pre-English reading compr	4.313	1	4.313	2.979	.086	.019
Treatment	55.773	1	55.773	38.525	.000	.197
Error	227.286	157	1.448			
Total	4640.000	160				
Corrected Total	313.600	159				

a. R Squared = .275 (Adjusted R Squared = .266)

Table 4: Analysis of covariance of the difference in the mean gain scores of male and female secondary school students in the experimental group who received PT and the control group who received individualized strategies in English reading comprehension.

Table 4 revealed that there is no significant difference in the mean gain scores of male and female secondary school students in the

that peer tutoring significantly improves second language writing performance, as students benefit from feedback, modeling, and collaborative meaning-making. Moreover, Abimola (2019) revealed that peer

tutoring enhances reading comprehension in primary education when combined with metacognitive strategies. Collectively, these studies affirm that peer tutoring is a versatile and impactful pedagogical tool that supports both academic achievement and the development of critical thinking and

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	91.799[a]	4	22.950	16.038	.000	.293
Intercept	325.200	1	325.200	227.258	.000	.595
Pre English reading compre.	5.258	1	5.258	3.674	.057	.023
Treatment	57.849	1	57.849	40.426	.000	.207
Gender	.075	1	.075	.053	.819	.000
Treatment * Gender	5.425	1	5.425	3.791	.053	.024
Error	221.801	155	1.431			
Total	4640.000	160				
Corrected Total	313.600	159				

a. R Squared = .293 (Adjusted R Squared = .274)

communication skills. However, the study by Fakeye (2017),Assidiq (2019) and Amba (2021) conducted a large meta-analysis and found that individualized approaches such as tutoring significantly improve student achievement, particularly for struggling learners, but not like peer tutoring.

The result in table 2 showed that gender had a significant effect on students' achievement in English reading comprehension. The findings of this study regarding the achievement of male and female students taught English reading comprehension using peer tutoring and the Individualized instructional strategy showed that the mean achievement score of 6.10 in English reading comprehension was recorded by male students. These findings agreed with the findings of Akabogu and Ajiwoju (2018), and Bamidele, Ali, and Agbo(2023) which indicated that gender was a significant factor in students' achievement in English essay writing.

Results, as stated in Table 3 reveal that there is a significant difference between the mean achievement scores of students taught English reading comprehension using peer tutoring and individualized strategies. Therefore, the null

hypothesis was rejected. The findings of the study collaborated with Fakeye (2021) who indicated

following recommendations are made:

i.   English language teachers should adopt peer tutoring as an alternative to the individualized strategies. in teaching reading comprehension in secondary schools; since the results of the study have proven the effectiveness of peer tutoring on students' achievement in English reading comprehension.

ii. Students should be sensitized to the use of peer tutoring and be taught English reading comprehension, especially at the foundational levels, and should be given more interesting English reading comprehension activities for practice. This would surely help in improving students' achievement in English reading comprehension.

iii. English language teachers should be exposed to workshops, seminars, and conferences where they will be enlightened and trained on how to use peer tutoring in the teaching of the English language, especially in reading comprehension.

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