

EFFECT OF PEER ASSISTED LEARNING STRATEGY ON STUDENTS' LOCUS OF CONTROL AND ACADEMIC ACHIEVEMENT IN READING COMPREHENSION IN OKIGWE EDUCATION ZONE, IMO STATE, NIGERIA.

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Abstract

This study investigated the Effect of Peer Assisted Learning Strategy on Students Locus of Control and Academic Achievement in Reading Comprehension in Okigwe Education Zone of Imo State, Nigeria. The study was guided by two purposes, two research questions and two hypotheses were tested at 0.05 level of significance. The design of the study was a quasi-experimental non-equivalent pretest posttest research design involving one experimental and one control group. The population of the study comprised 4694 Senior Secondary Two (SS2) students. The sample consisted of 152 Senior Secondary Two (SS2) students drawn from four co-educational schools with boarding houses in Okigwe Education Zone of Imo State. Two instruments used for the study were "Reading Comprehension Achievement Test (RCAT) and Student Locus of Control Scale (SLOCS). These were validated by experts and used for data collection. Mean and standard deviation were used to answer the research questions, while Analysis of Covariance (ANCOVA) was used to test the null hypotheses at 0.05 level of significance. The findings of the study among others showed that the treatment (Peer assisted learning strategy) had significant effect on students' locus of control when learn treading comprehension using Peer assisted learning strategy (PALS) than the conventional learning strategy. The treatment (Peer assisted learning strategy) had significant effect on students' achievement in reading comprehension. Based on these findings, conclusions were drawn and educational implications discussed. Among others, it was recommended that students should be made to understand their uniqueness, this could be achieved when an innovative learning strategy is used during classroom instruction. 2

Keywords: Peer Assisted Learning Strategy, Locus of Control and Academic Achievement

INTRODUCTION

In learning process, reading is an indispensable tool. Reading is an active process of getting meaning from printed words or symbols. Sprath, Pulverness & William (2019) defined reading as an activity in which readers respond to and make sense from the text being read.

Reading according to Collanban & Clarkin Anyachonkeya & Ihejirika (2020) is defined as the act of looking at printed words and understanding or comprehending what they are saying. Collanban

& Clark went on to say that reading is made up of three components, namely: decoding, comprehension and retention. Decoding refers to the process of translating a printed word into a sound. Comprehension is defined as the level of understanding of a text or printed words. Retention refers to the ability of the reader to keep or store information in either short or long term memory. The ability to retain information relies heavily on an individual's decoding proficiency and ability to comprehend what is read. This implies that the goal of all reading instruction should be directed to comprehend the meaning of the text and comprehension depends on the ability to get the individual meaning of words.

Reading comprehension is the ability to understand what has been read based on the reader's background, experience, purposes, feelings and needs (Zimmerman, 2019). Reading comprehension according to the researcher is the ability to read text by constructing meaning from it with the purpose of understanding what has been read. In other words, reading comprehension is the act of understanding what one is reading. This implies that the students' ability to understand what has been read could enhance their academic achievement in reading comprehension.

According to Costelo in Anyachonkeya & Ihejirika (2018), reading comprehension has three levels and they include: Factual (literal) inferential and evaluative. Factual is a process that involves reading to understand the surface meaning or identifying information explicitly stated within a passage (Goff, 2018). In inferential, the reader possesses the ability to comprehend a text beyond its literal meaning. Evaluative as a level of reading comprehensions imply means to make judgements about what has been read. In other words, students engage in making judgements of a given printed materials for learning. Readers with poor understanding on how these levels of reading comprehension work are likely not to achieve well in reading comprehension. This simply means that the readers understanding of the levels of reading comprehension is important in reading comprehension for enhanced performance in English Language and mastery of other contents of study.

On the flip side, the students inability to read comprehension could distance them from the knowledge that would help them to do well in other subjects, which may directly affect their achievement in the entire academic process in school (Amao, 2019). In a bid to redress the students poor achievement in reading comprehension, teaching reading comprehension should follow a laid down procedure of planning, preparation, presentation and practice (Onukaogu & Umolu, 2018). Students also should be encouraged to engage in the use of vocabulary knowledge and meta-cognitive skills like learning, problem-solving, critical thinking and decision making, so that they can monitor their understanding, comprehend and reflect on what has been read for enhanced academic achievement. This implies that the students' ability to understand, comprehend and reflect on what has been read could enhance their academic achievement in reading comprehension.

On the other hand, the students inability to understand what has been read could negatively affect the academic achievement in reading comprehension in schools. Thus, academic achievement is referred to the degree or level of success or proficiency attained in some specific areas, concerning scholastic or academic work (Buchin Umeano & Adimora, 2020).

Academic achievement could be high or low. Students with high academic achievement are those whose performance in examination is consistently above average score of fifty percent (50%) (George, 2018). Academic achievement determines the students' position in the class. It enables them to obtain opportunities to develop their talents, improve their grades and prepare for future academic challenges. Students with high academic achievement are considered to achieve their identity in the society, get good career opportunities, get acceptance from peers, parents, teachers and general society.

On the other hand, Aremu & Sokan (2018) defined low academic achievement as a performance that is adjudged by the examiner as falling below an expected standard. Low academic achievement is not only frustrating to the students and the parents, its effects are also devastating on the society in

terms of lack of manpower in all fields of the economy and politics (Aremu & Soka, 2018).

Thus, in order to determine students' academic achievement, there is need for establishing a standard of measurement. Bell (2018), noted that success in every academic endeavour is generally measured by actual performance in academic test, examinations, or continuous assessment. Similarly, academic achievement can also be measured with internal and external examinations, such as Basic Education Certificate Examination (BECE), West Africa Senior School Certificate Examination (WASSCE), National Examination Council (NECO), Joint Admission and Matriculation Board (JAMB) among others. Thus, the purpose of evaluating academic achievement maybe to provide a framework of knowing how students perform in schools and to have constant standard to which all students are held.

In the context of this study therefore, academic achievement is the scholastic reports on the extent of academic knowledge students acquired in academic work/task such as in reading comprehension. The researcher in recent years have observed that secondary school students in Okigwe Education Zone of Imo State have been performing poorly indifferent subjects, especially English Language in external examinations despite efforts of the government and other cooperate organizations in providing learning material to schools in the area (Planning, Research and Statistics Department of Secondary Education Management Board, Owerri (PRSMB), 2023). For instance, in 2022, 2023, and 2024, West African Examination Council reports, students in Okigwe Education Zone of Imo State got 21.02%, 34.82% and 32.07% of failures in English Language respectively. The poor academic achievement of students in this are a could be that they engaged in mindless lifting or coping of the comprehension passages as they could not put the answers in their own words. It could also be that the students could not explain the figures of speech or grammatical expression as used in the text and may also find it difficult to replace words opposite or similar in meanings as required from them to tackle in the comprehension writing.

The poor academic achievement of students in Okigwe Education Zone of Imo State may also be that a good number of the students find it difficult to take responsibility of their academic tasks, which could make them to achieve poorly. On the other hand, students who take responsibility of their academic tasks could achieve higher in academics. This implies that the ability of individuals to take responsibility of every event that affects them in all aspects of life especially in reading comprehension could be determined by the individual's locus of control.

Locus of control is an essential psychological construct. Anakwe (2020) defined locus of control as individuals belief regarding the cause of their experiences and the factors to which they attribute successor failure. This implies that what could determine the individual's successor failure in life is a function of the individual's ability to take responsibility or blame. For instance, students with mindset that efforts or hardwork may help to achieve success in academic task especially in reading comprehension may wish to continue studying hard because they have developed the mindset to succeed and not to fail. On the other hand, when students develop the mindset that success or failure in reading comprehension and in any other academic activities are mainly by luck, fate or chance, it may cause them to misconstrue that effort or hardwork in academics is a waste of time. Locus of control according to Araromi 2020 and Oshatic (2021) is of two types, namely; internal and external locus of control. Internal locus of control is a belief that someone's successor failure in life is as a result of the effort and hard work invested. Students, who have the internal locus of control intend to work hard in order to accomplish the goals that they have set. They also assess themselves as possessing the power for the attitude they want to display by having the positive ego concept, and believe that they can direct their lives to whichever way they desire (Gulveren, 2018). This is to say that their behaviour could be guided by personal decisions and effort to succeed. For example, the students may become tenacious, active in reading, focused, alert, careful, believe in hard work and apply self-confidence in academic tasks, which may enhance their academic achievement specially in reading comprehension. Araromi (2020) is of the view that such students may take more responsibility for learning since they believe themselves to be competent. In essence, locus of

control in relation to students achievement reveals that students with internal locus of control make higher reading scores more than those with external locus of control (Ying, Huamao, Ronghuai, Yanhua & Jingjing, 2018). This implies that students with internal locus of control may succeed academically more than their counter part with external locus of control especially in reading comprehension.

On the other hand, external locus of control is all about individual's belief that their successes or failures in life results from luck, fate and other external factors beyond their control. That is, the students could be fond of attributing the results of their academic efforts to circumstances and demands of their environment. Related studies reveal that some students frequently ascribe their failures in academics to external causes beyond their control. For instance, Cain and Oakhill (2019) noted that they blame it on poor motivation on the part of teachers. Asikhia (2021) maintained that some blame it on peer influence while Guthrie (2018) is of view that some students blame it on poor instruction.

Thus, the importance of locus of control to academic achievement of students cannot be over looked. Research evidence shows that locus of control is important in explaining students' academic achievement. For example, Amadi & Araromi (2020) in their studies posit that locus of control is an important factor, or predictor of academic achievement. Yazdanpanah, Sahragard & Rahimi (2019) opined that locus of control remains a significant influence on students' achievement. Several studies stated that locus of control can develop result oriented influence on students achievement (Soleymmejad & Shahara, 2017; Ghonsooly & Elahi, 2018; Heidari & Khorasaniha, 2019).

In the context of this study, locus of control is the students' perception of personal control over academic events especially in reading comprehension. A student, whose locus of control is internally oriented may read and understand a given text. Such student may be engaged to acquire knowledge or learning experiences by hard work or efforts.

However, the students' locus of control with regards to academic achievement especially in reading comprehension maybe affected by the learning strategy the students use or the teacher introduces to the learners. The learning method the teacher introduces to the learner may affect the students locus of control and academic achievement in reading comprehension positively or negatively. A good example is when students participate passively in learning not collaborating with more experienced peers in the learning environment. It may deprive them the opportunity to develop the latent potentials needed to achieve in academics, especially in reading comprehension. The case is the same in Okigwe Education Zone of Imo State, where some students often fail to recognize that activities in reading comprehension coupled with the diversity of their reading abilities, requires a learning method that could promote peer discussions, collaborative learning, critical thinking, active participation of students and deep understanding of text through peer learning for an enhanced locus of control and academic achievement in reading comprehension, than the use of conventional learning method.

Conventional learning method according to Adesanya & Adesina, (2021) is a situation where a learner is the center of the learning, a controller of the learning activities without any social interaction between the learner and other more experienced peers. Conventional learning is also known as "individualistic learning" strategy (Race 2019). Race (2019), went on to say that conventional learning strategy is not enough to promote adequate and quality learning especially in reading comprehension. The strategy ignores peer discussions and students active participation in learning. Yusuf & Al-Banawi (2018) maintained that involving students in class activities and interactions engages and promotes their desire to learn the subject. The inability of the strategy to engage students in active learning with more experienced peers might result to massive failure of students in English language (Adegbile & Igweike, 2018).

In order to redress this learning deficiency of learners, effective learning interaction that would enhance the students' locus of control and academic achievement in reading comprehension is needed. Some researches on academic achievement centres on using the appropriate strategies or approaches that can easily help the students understand their strengths and weaknesses and possibly apply the fundamental strategy to encourage gaining of new knowledge. On this note, National Reading Programme (NRP) (2019) and Adler (2020) opined that there are some strategies that appear to have scientific basis for improving reading comprehension such as: graphic and semantic organizers, question answering, question generation, story telling and summarization, hence the need to explore other learning strategies that could be used to boost students' locus of control and academic achievement in reading comprehension becomes necessary. Forth is reason, the present study seeks to employ the use of peer assisted learning strategy in the learning of reading comprehension to see if students could benefit from peer interaction that is prevalent in the use of this strategy and hence improve their attribution pattern which will in turn enhance their academic achievement. Sporer & Brunstein (2019) opined that peer reading, promotes and provides opportunity for students to practice the basics with peers and may mutually help each other with reading comprehension task.

Peer is a group of member who is related in one or several ways, such as, age, experience, education level, ability or cultural background (Palchikov, 2021). These peers may not possess or have equal opportunity to learn and for that, may need assistance in learning. In this case, peer assisted learning becomes a necessary strategy. Peer assisted learning strategy (PALS) is defined as a variety of approaches that may involve an active or interactive mediation of learning by students with the support of other students (Topping and Ehly, 2019).

Peer assisted learning strategy is found to encourage active learning where students engage in discovery learning through discussion (Tinto & Huss, 2018). Peer assisted learning strategy provide a safe learning setting where students engage in solving learning problems by explaining or teaching themselves using a more understandable approach so as to involve every student in meaningful academic task and probably may reduce stress for the teachers (Calhoom, Aiotaba, Cihak, King & Avalos, 2019).

Peer assisted learning strategy according to Thompson, Svenson, Yen, Otaiba (2020) has four (4) steps. They are: partner reading, retell, paragraph shrinking and prediction relay. In partner reading, students are all owed to take turn in reading a particular text or passage. In retell, when all students have taken their turns, they are asked to retell the passage in few minutes. In paragraph shrinking, readers are asked to shrink the paragraph of the passage and to point out the meaning, opposite/nearest in meaning of ambiguous words in the passage by using English dictionary. This gives the readers the opportunity to have unfamiliar words made clear. In the prediction relay, readers are prompted to make predictions of the passage read based on previous knowledge. In addition, students for example could be asked to point out the grammatical expression in the text and their meanings where applicable.

In the context of this study, Peer Assisted Learning Strategy (PALS) is a practical oriented instructional approach to help poor performing students, using high performing students, based on social interaction under the guidance of a teacher. Peer Assisted Learning Strategy is an instructional model in which students are paired to coach themselves on a specific academic task. This process focuses on working with peers which provides opportunities for positive social interaction. Peer assisted learning strategy allows teachers pair students in the class so that peer works simultaneously and productively on different activities that address the problems they are experiencing. Very importantly, pairs are changed regularly and all students have the opportunity to be “coaches” and “players” over a period of time as students work on a variety of skills. This simply means that social interaction involved in the learning strategy may help students improve in reading comprehension. For instance, in using peer assisted learning strategy in secondary schools, teachers may identify

students that require help on specific reading skills, using previous academic records or achievement. This however has advantage over the normal teacher directed activity, because teacher directed activity may end up addressing the problems of only few students.

Thus, success encountered by using peer assisted learning strategy may help to enhance active participation in learning process. Therefore, it is necessary to use alternative learning strategy that will motivate and encourage active students participation for enhanced academic achievement in reading comprehension. This study therefore was carried out to determine the effect of peer assisted learning strategy on students locus of control and academic achievement in reading comprehension in Okigwe Education Zone of Imo State.

Purpose of the Study

1. Locus of control mean scores of students who learnt reading comprehension using peer assisted learning strategy and those learnt reading comprehension using conventional strategy
2. Achievement mean scores of students who learnt reading comprehension using peer assisted learning strategy and those learnt reading comprehension using conventional strategy.

Research Questions

1. What is the locus of control mean scores of students who learnt reading comprehension using peer assisted learning strategy and those learnt reading comprehension using conventional strategy?
2. What is the achievement mean scores of students who learnt reading comprehension using peer assisted learning strategy and those learnt reading comprehension using conventional strategy?

Research Hypotheses

1. There is no significant difference in the locus of control mean scores of students who learnt reading comprehension using peer assisted learning strategy and those learnt reading comprehension using conventional strategy.
2. There is no significant difference in the achievement mean scores of students who learnt reading comprehension using peer assisted learning strategy and those learnt reading comprehension using conventional strategy.

METHODOLOGY

Pre-test, post-test, non-equivalent control group, quasi-experimental research design was employed to determine the effect of peer assisted learning strategy on students locus of control and academic achievement in reading comprehension in Secondary Schools. The area of the study was Okigwe Education Zone of Imo state. The population for the study was all the Senior Secondary School Class Two (SS2) students in all the Public Senior Secondary Schools in Okigwe Education Zone of Imo State from which 152 students were sampled and used for the study. The instrument used for data collection was reading comprehension achievement test (RCAT) and students locus of control scale (SLOCS). Other instruments used was Peer assisted learning strategy lesson plan and peer conventional learning lesson plan. The RCAT and SLOCS were trial-tested to determine the reliability coefficient. The instruments were administered on a sample of 20 students' in Unidim Comprehensive Secondary School, Ikeduru Local Government Area. Kuder Richardson -20 formula internal consistency of 0.87 was obtained for RCAT while Cronbach Alpha coefficient value for SLOCS was 0.93. Data collected for the study were analyzed using mean and standard deviation while Analysis of Covariance (ANCOVA) was used to test the two hypotheses at 0.05 level of significance.

RESULTS

Table1:Mean and Standard Deviation of Pre-test and Post-test of the effect of Peer Assisted Learning strategy on students' Locus of Control.

			Pre-test		Post-test		
Method	Locus of Control	N		SD		SD	Mean Gain
Peer Assisted Learning Strategy	Internal	74	42.16	4.46	48.97	4.13	6.81
	External		37.89	4.40	46.24	3.19	8.35
	Overall LOC		80.05	7.69	95.21	6.53	15.16
Conventional Learning Strategy	Internal	78	36.06	4.23	39.77	3.87	3.71
	External		32.21	3.58	38.21	3.70	6.00
	Overall LOC		68.27	7.02	77.98	7.30	9.71

The result of the study as presented in Table 1 shows locus of control mean scores of students who learnt reading comprehension using peer assisted learning strategy and those learnt reading comprehension using conventional learning strategy. Result shows that students who were learnt reading comprehension using peer assisted learning strategy had an overall pre-test mean locus of control of ($=80.05$, $SD=7.69$) and a post-test mean locus of control of ($=95.21$, $SD=6.53$). The mean difference was 15.16. Result also shows that the students who learnt reading comprehension using conventional learning strategy had a pre-test mean locus of control of ($=68.27$, $SD=7.02$) and a post-test mean locus of control of ($=77.98$, $SD=7.30$). The mean difference was 9.71. The result clearly showed that the students who learnt reading comprehension using peer assisted learning strategy had higher mean gain which implies that peer assisted learning strategy was more effective in enhancing students locus of control.

Table 2: ANCOVA of the Significant Effects of Learning Strategies on Students' Locus of Control in Reading Comprehension.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Decision
Corrected Model	11423.692 ^a	4	2855.923	59.249	0.00	0.617	
Intercept	8460.559	1	8460.559	175.523	0.00	0.544	
Pre-test LOCS	133.474	1	133.474	2.769	0.09	0.018	
Group	5468.544	1	5468.544	113.451	0.00	0.436	S
Gender	2.670	1	2.670	.055	0.81	0.000	NS
Group*Gender	.800	1	.800	.017	0.89	0.000	NS
Error	7085.676	147	48.202				
Total	1152354.000	152					
Corrected Total	18509.368	151					

Note: S=Significant, NS=Not Significant

The result in Table 2, shows that an F-ratio off (1,151) = 113.451, $P = 0.00$, $\eta^2_p = 0.436$ were obtained with respect to the significant difference in the locus of control mean scores of students who learnt reading comprehension using peer assisted learning strategy and those learnt using conventional strategy. Since the associated probability value of 0.00 was less than 0.05 set as level of significance, the null hypothesis which stated that there is no significant difference in the locus of control mean scores of students learnt reading comprehension using peer assisted learning strategy and those learnt using conventional strategy was rejected. Thus, the inference drawn is that there is a significant difference in the locus of control mean scores of students learnt reading comprehension using peer assisted learning strategy and those learnt using conventional strategy with those learnt using peer assisted learning strategy having a higher mean gain. This shows that the treatments (Peer assisted learning strategy) had significant effect on students' locus of control when learnt reading comprehension.

The result of the study further shows that the effect size, as indicated by the corresponding partial eta squared value of 0.436 shows the level of variance in the dependent variable (locus of control) that is explained by the independent variables (learning strategies). Thus, converting the partial eta squared value to percent age by multiplying by 100, it gives 43.6 percent which indicates that the strategy is able to explain about 43.6 percent of the variance in students' locus of control in reading comprehension.

Table 3: Mean and Standard Deviation of Pre-test and Post-test of the effect of Peer Assisted Learning strategy on students' Achievement in Reading Comprehension.

		Pre-test		Post-test		
Method	N		SD		SD	Mean Gain
Peer Assisted Learning Strategy	74	45.91	8.23	70.27	7.26	24.36
Conventional Learning Strategy	78	44.90	7.54	54.53	5.51	9.63

The result of the study in Table 3 shows the achievement mean scores of students who learnt reading comprehension using peer assisted learning strategy and those learnt reading comprehension using conventional strategy. Result shows that the students learnt reading comprehension using peer assisted learning had a pre-test mean achievement score of ($=45.91$, $SD=8.23$) and a post-test mean achievement score of ($=70.27$, $SD=7.26$). The mean difference was 24.36. The students who learnt reading comprehension using conventional learning strategy had a pre-test achievement mean score of ($=44.90$, $SD=7.54$) and a post-test mean achievement score of ($=54.53$, $SD=5.51$). The mean difference was 9.63. Since the students who learnt reading comprehension had higher mean gain, it implies that peer assisted learning was more effective in influencing students' achievement in reading comprehension.

Table 4: ANCOVA of the significant Effects of Learning Strategies (Peer Assisted Learning and Conventional Learning) on Students' Achievement in Reading Comprehension.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Decision
Corrected Model	9728.858 ^a	4	2432.215	60.799	0.00	0.62	
Intercept	14569.819	1	14569.819	364.208	0.00	0.71	
Pre-test Ach	73.264	1	73.264	1.831	0.17	0.01	
Group	9417.444	1	9417.444	235.412	0.00	0.61	S
Gender	2.044	1	2.044	.051	0.82	0.00	NS
Group*Gender	197.545	1	197.545	4.938	0.06	0.03	NS
Error	5880.609	147	40.004				
Total	603499.000	152					
Corrected Total	15609.467	151					

Note: S=Significant, NS =Not Significant

The result in Table 4, shows that an F-ratio off (1,151)=235.412, $P=0.00$, $\eta^2p=0.61$) were obtained with respect to the significant difference in the achievement mean scores of students who learnt reading comprehension using peer assisted learning strategy and those learnt reading comprehension using conventional strategy. Since the associated probability value of 0.00 was less than 0.05 set as level of significance, the null hypothesis which stated that there is no significant difference in the achievement mean scores of students learnt reading comprehension using peer assisted learning strategy and those learnt using conventional strategy was rejected. Thus, the inference drawn is that there is a significant difference in the achievement mean scores of students learnt reading comprehension using peer assisted learning strategy and those learnt using conventional strategy with those learnt using peer assisted learning strategy having a higher mean gain. This shows that the treatments (Peer assisted learning strategy) had significant effect on students' achievement in reading comprehension

Discussion of findings

The following findings emerged from the study based on the data collected and analyzed and the hypotheses tested:

The findings from the study shows that students who learn reading comprehension using Peer assisted learning strategy had higher locus of control mean score than the students who learnt reading comprehension using conventional learning method. This implies that Peer assisted learning strategy was more effective in enhancing students' locus of control than the conventional learning strategy. There was a significant difference in the locus of control mean scores of students who learnt reading comprehension using peer assisted learning strategy. The present findings corroborate previous findings (Onabanjo and Okpala, 2018, Rana, Muammer and Zeynel, 2019).

The students who learnt reading comprehension using peer assisted learning strategy achieved in reading comprehension more than the students learnt reading comprehension using conventional learning strategy. This implies that peer assisted learning strategy proved to be more effective in enhancing students' achievement in reading comprehension than the conventional learning strategy.

The finding from the test of hypothesis two showed that there is a significant difference between the achievement mean scores of students who learnt reading comprehension using peer assisted learning strategy and those learnt reading comprehension using conventional strategy with those learnt using peer assisted learning strategy having a higher mean gain. The present findings corroborate previous findings (Adaoye, 2020, Ushie, Akpan, Okonkwo and Ema, 2018)

Conclusion

The need to find the best learning strategy which could promote students locus of control, meta-cognition and academic achievement in reading comprehension is paramount as productive as active learning and students engagement is very essential for learning.

Based on the findings of the study, the following conclusions were drawn: Students who learnt reading comprehension using Peer Assisted Learning Strategy had higher mean gain which implies that Peer Assisted Learning Strategy was more effective in enhancing students' locus of control in reading comprehension. The finding also showed that Peer Assisted Learning Strategy was more effective in influencing students' achievement in reading comprehension.

Recommendations

1. Students should learnt to have a clear understanding of their uniqueness, this can be achieved when an innovative learning strategy is used during classroom instruction. This will enable the student to develop a learning lifestyle that will be suitable, and which may lead to academic achievement.
2. The teachers should equally understand students' peculiarities with regards to their locus of control. This will help the teachers to plan lessons and teachings in such a way that will accommodate and carry every student along. Also, it will help teachers understand various achievement levels of students and give more needed attention to low achievers to improve.
3. Workshops, seminars and conferences should be organized for teachers on the proper use of

peer assisted learning strategy. This is because the strategy has proven to be more effective in enhancing students' achievement in reading comprehension.

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