Efficient Use of the Tutoring Strategy between Learners for a Better Management of the Individual Difficulties of Learners in Secondary School: Case of the General Secondary School of Kpozoun in Benin

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***Abstract:*-Increasingly, conventional pedagogical devices demonstrate their inadequacy in considering the individual difficulties of high school and college students, particularly in developing countries such as Benin, which use a constantly improving study program. This study proposes to study the influence of an efficient use of tutoring strategy between students on the management of individual difficulties. The study was carried out in a secondary school of Kpozoun located in the department of zou in Benin. An experimental device with two subclasses of 5th form was used to test the effectiveness of classroom tutoring in solving students' individual difficulties. Interviews with learners followed to assess their individual experience with the tutoring mechanism, whether in the tutor's or tutored position. It emerges from this study that the combined use of the traditional Teaching/Learning/Evaluation strategy with the tutoring strategy between the learners has made it possible to minimize or even eliminate individual difficulties of student, contrary to the teaching / learning / evaluation method, which leaves learners with great difficulties after the plenary. Thus, tutoring is a strategy whose implementation among learners can contribute to solving a large number of learners' individual difficulties.**

Key words: **tutoring between learner, college, teaching strategy / Evaluation**

I. INTRODUCTION

The development of any country depends fundamentally on its education system. Like several French and English-speaking countries including Canada, England, Switzerland and Tunisia, Benin has revised its education system to take greater account of its realities and to be an instrument at the service of development. Thus, since 1990, new curricula have been adopted (1). They are part of the epistemological paradigm based on skills development (2,3) and aim to train citizens capable of taking charge of themselves and living in harmony with the environment in a sustainable development perspective.

In a classroom situation in Benin, developing skills can face many difficulties, including overcrowding, poor physical infrastructure, and almost non-existent teaching resources (4). One of the direct consequences is the impossibility of taking into account the individual difficulties of each learner in the optimal construction of knowledge. Alternatives exist and have been studied. This is the case of private lessons at home, which allow a specific reinforcement of the learner, with particular attention to the difficulties of understanding and assimilation of the learner. But this form of tutoring is mainly provided by educated and/or wealthy families (5). In addition, the new pedagogical practices that marked the advent of the Competency-Based Approach seriously confused parents and elders who provided academic support to learners, since they were not trained on these foundations (6). There is an increasing need to find a pedagogical approach that, in addition to empowering learners, allows the teacher to take into account their individual difficulties. Such a formula can be tutoring.

The principle of monitoring, tutoring or "*Young Teach Young"* by pedagogue Joseph Lancaster is increasingly integrated into pedagogical practices. According to Napporn and Baba-moussa (6), mutual aid between comrades, friends or brothers can help some learners in difficulty to progress. This school support system consists of a set of pedagogical support actions carried out by tutors. In practice, a learner or adult helps another learner to achieve the learning objectives, based on an approach. In Belgium, the tutor can be either a teacher or a learner in a higher year depending on the school. In the field of support for learners in school failure, the experiences of tutor learners have been successfully carried out. Finkelsten(7) reports, in particular, how learners who have completed elementary school have voluntarily helped younger children who were experiencing serious difficulties, particularly in reading.

While in its theoretical form, hundreds of works are available on monitoring and tutoring, very few practical studies have been carried out in the West African sub-region and in Benin on the experimentation of tutoring as a mechanism for solving individual learners' difficulties. This is the motivation behind this study, which aims to study the influence of an efficient use of the tutoring strategy between learners on the management of individual difficulties.

II. MATERIALS AND METHODS

2.1 Study framework

The study was carried out at the CEG KPOZOUN, located in the department of Zou in central Benin in the commune of ZAKPOTA. The KPOZOUN CEG has a 1st Cycle with 26 pedagogical groups and a 2nd Cycle with 2 pedagogical groups, for a total of 28 pedagogical groups.

2.2 Methods

2.2.1 Study samples

The study sample is represented by fifty (50) students from the fifth grade of the CEG KPOZOUN. Students are divided into two half groups of twenty-five (25) learners each: a control group and an experimental group. The learners are under the supervision of a Permanent State Agent teacher, holder of the Secondary School Professional Aptitude Certificate (CAPES) in Life and Earth Sciences, holder of the class.

2.2.2 Data collection techniques

- *Documentary research*

A literature search was conducted using the keywords "Mentoring", "Tutoring", "Young Teach Young", "Tutoring and Mentoring in Secondary Education" and variations. These different keywords have been introduced in scientific search engines such as PubMed, Google Scholar and Thomson Reuters. The information obtained in the various documents (theses, dissertations, articles, reference documents) was selected and processed taking into account the reliability of the sources, the orientation of the theme and the study region.

- *Expérimentation in classroom situations*

The methodology used consisted in dividing the class into two groups, giving two half classes of 25 learners each. The first half class is considered as a control. The learners constituted by it are subjected to learning that does not use the strategy of peer tutoring. As a result, during the activity, these learners built their knowledge using only the traditional Teaching/Learning/Evaluation method. The second half class is the experimental class. Tutoring between learners was used during the training in combination with the classic method.

Both half classes are subject to the same learning activity. The difficulties encountered individually by learners at each stage of the sequence are then recorded and the time devoted to their resolution is evaluated with the tutoring strategy between learners (experimental class) or without tutoring (control class).

- *The interview*

This technique made it possible to gather learners through questions, information about tutoring and how they perceive the experience.

III. RESULTS AND DISCUSSIONS

3.1 Results

3.1.1 Results of the learner observation and interview phase

During the learning process, tutors and tutors develop mutual listening through small questions and answers. These can be of a nature to give more learners a taste for engaging in activities, or certainly reflect on the knowledge of the meaning of their presence at school.

Five (5) of the tutors said that having experienced difficulties themselves in sixth grade was an additional source of motivation. Other sources of motivation are sometimes expressed: for four (4) tutors, this system is in line with their orientation project "I want to be an Natural sciences teacher"; "I want to become a teacher" or even more, can allow them to "verify" it; "I want to be a high school teacher, so it can help me". But sometimes, the motivation is still different: "it allows 5th grade learners to have good camaraderie relationships", "good communication"; even "very good understanding". Others confirm the motivation felt by the tutor ("I noticed that he was motivated: it's very important"). In terms of material progress, one girl refers to "awkward schedules", other tutors refer to "the difficulty in assimilating the names of the reagents or even the control of mixtures of solutions", others refer to "the training of agitated tutors who damage work equipment", two other tutors specify "the preparation of the learner in question to know where his difficulties really are". Thirteen (13) of the fourteen (14) tutors stated that they were interested in the outcome of their tutor. Ten of them say they encouraged or congratulated their "learner". Some did so on the occasion of a one-off result ("because he got a good grade on a test whose subject was poorly mastered three days before"; "my tutor had 16 in NATURAL SCIENCES, I congratulated him").

3.1.2 Experimentation in a classroom situation

The classic method of teaching / learning / evaluation in a competency-based approach uses the strategies as a step-by-step approach: Individual work, group work and plenary. The difficulties of the learners were therefore evaluated throughout these three stages, both with the control class and the experimental class.

- Classic course of the activity: Witness class.

1st step: individual work

During this activity, the learners of this class respond to the instructions by using the documentary material at their disposal. The teacher assists them, notes their individual difficulties and leads them to solve them.
At this step, the difficulties identified by the teacher are as follows:

- Difficulty 1: Difficulty in exploiting the results of experiments.

- Difficulty 2: Difficulty explaining a phenomenon or a fact.
- Difficulty 3: Difficulty reading a table.
- Difficulty 4: Difficulty establishing a relationship between different information.
- Difficulty 5: Difficulty in deducing a conclusion.

The various difficulties listed are distributed according to the number of learners involved in Figure 1.

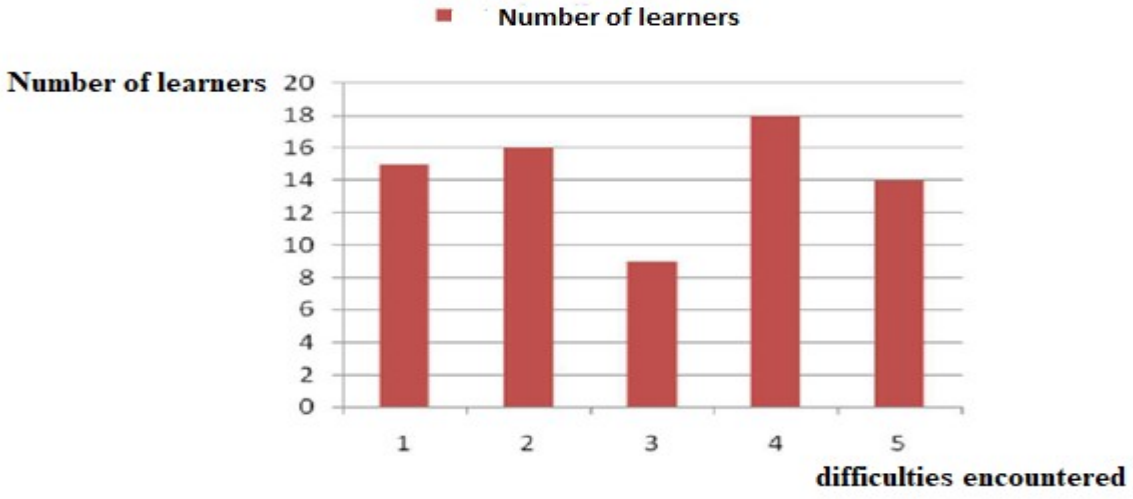

Figure 1: Distribution of the number of learners according to the difficulties encountered

The main difficulty encountered by the greatest number of learners (18 learners) is the difficulty in establishing a relationship between different pieces of information (difficulty 4), whereas difficulty 3 (difficulty reading a table) is the least important (9 learners).

The response to each concern per learner causes the teacher to lose minutes. About two minutes are lost when solving difficulties 1 and 4; a minute or so for difficulties 2, 3 and 5. Despite many assistance and facilitation, some difficulties persist but on a reduced scale inducing a reduced number of these learners than the previous one obtained. Figure 2 presents this new situation :

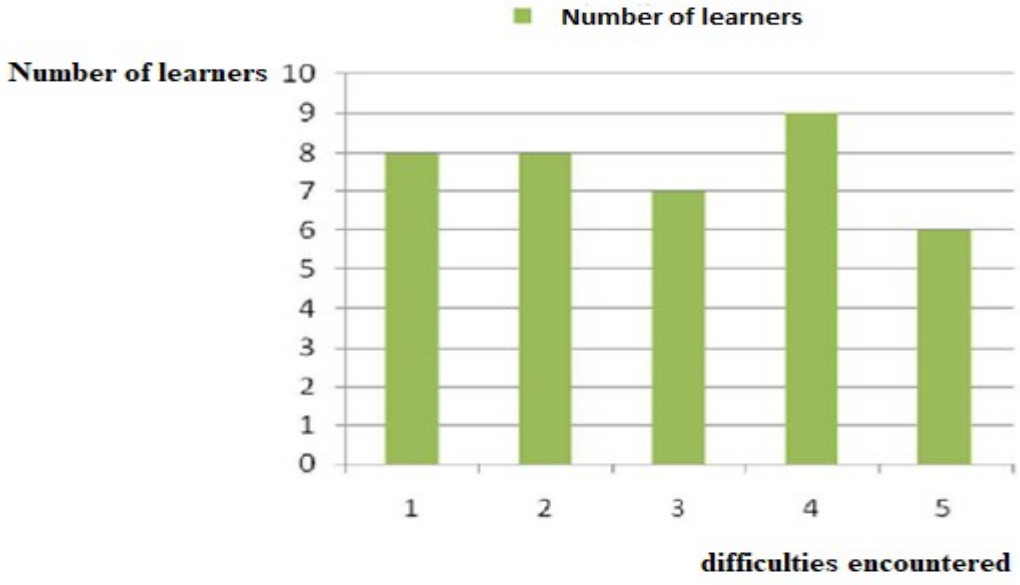

Figure 2: Distribution of learners by type of difficulty after facilitation

The difficulties have been considerably reduced. The number of learners with difficulty 4, for example, has been halved, from 18 to 9 learners, but it remains the biggest challenge (Figure 2).The teacher then started the group work.

2nd step: group work

Learners in the same group help each other through their individual solutions to each problem. The moderator directs and directs the discussion and the rapporteur notes the group's responses.

After this, some difficulties persist for some learners whose numbers are small compared to the previous one. Figure 3 below shows this state of affairs.

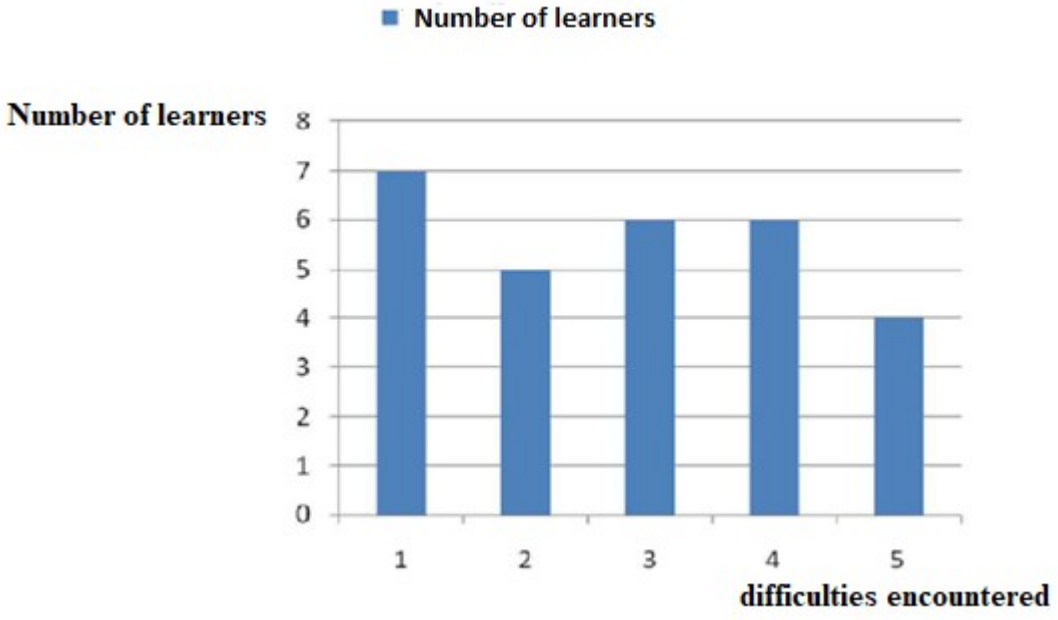

Figure 3: Distribution of learners by difficulty after group work

It is after obtaining this much smaller workforce that the collective work is engaged.

3rd stage: plenary

It follows that a number of learners still have difficulties summarized in Figure 4:

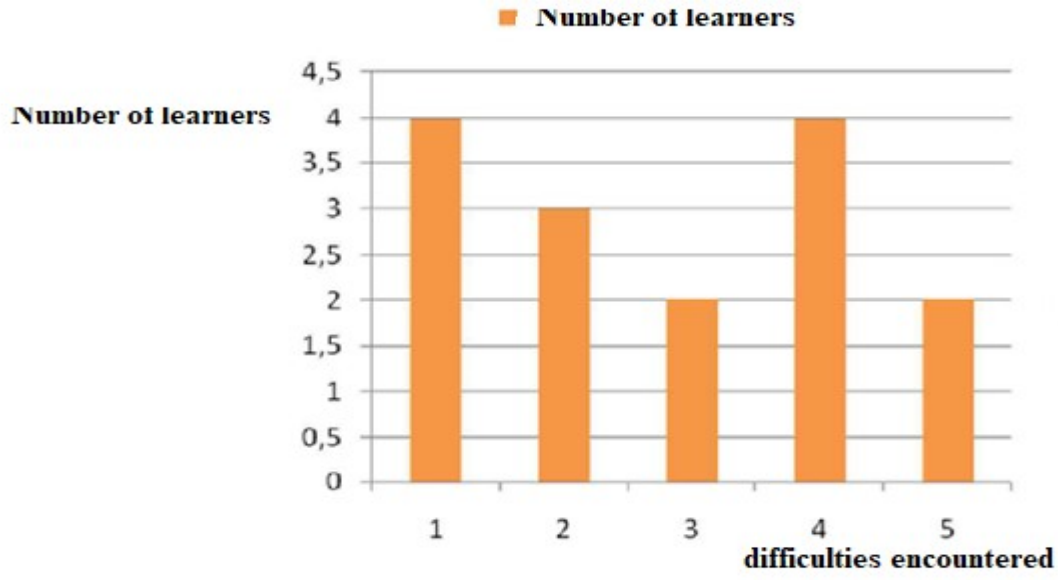

Figure 4: Distribution of learners by difficulty after the plenary session

The teaching facilities, group work and plenary sessions have made it possible to gradually reduce the number of learners in difficulty. But all the difficulties still persist among learners with varying numbers of students.

- *Conduct of the activity with the Tutoring: Experimental class*

As it has already been announced, this class is subjected to the same activities as the control class, with the difference that the tutoring strategy between learners in the group work stage is implemented.

1st step: Individual work

It was at this stage that learners who were determined to respond well to the instructions were selected to act as tutors. At the end of this phase, the same difficulties as before were recorded with the staff below (Figure 5).

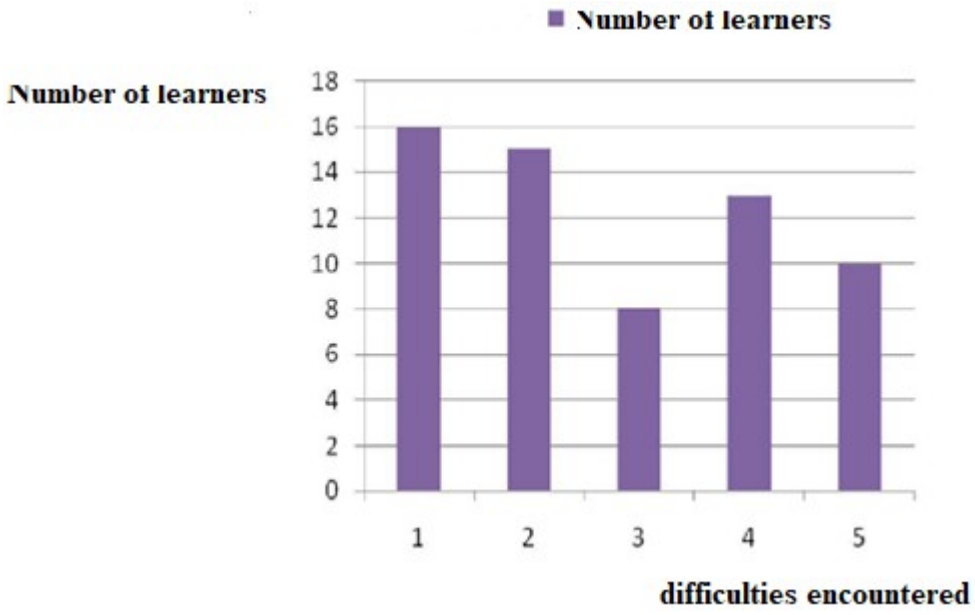

Figure 5: Distribution of learners by difficulty after individual work

As a result of the teacher's efforts to assist and facilitate, we regularly obtain a fairly significant reduction in this number at the end of each of the last two (02) stages. For difficulties 1, 3, 4 and 5, the number of learners increased respectively from 16;14; 08 ;13 and 10 for 04;02;02; 02; 04 and 03 at the end of the 2nd stage and finally 02; 0; 0 ; 02 and 01 after the plenary with the intervention of the tutors. Very few learners continue to have difficulties after the plenary (Figure 6).

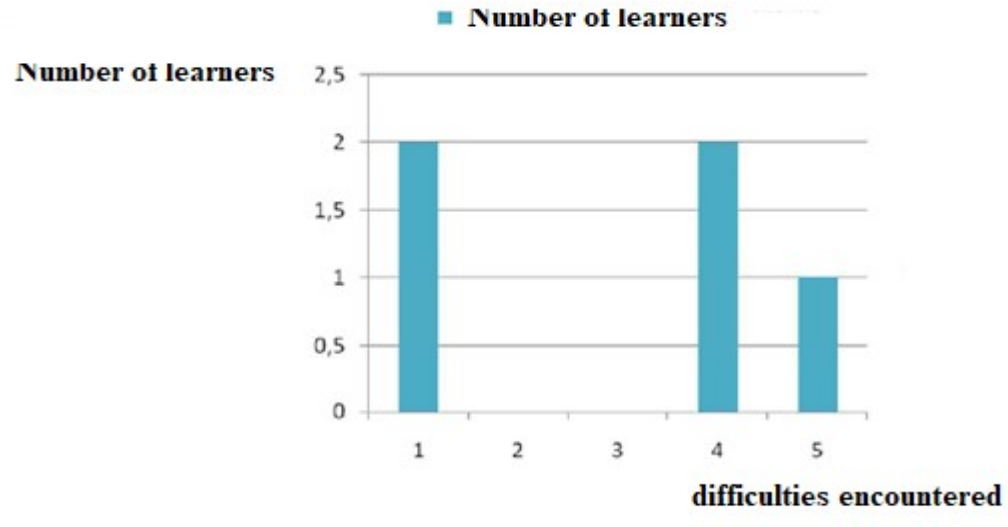

Figure 6: Distribution of learners by difficulty after the plenary session.

3.2 Discussion

The purpose of this study was to study the influence of efficient use of the tutoring strategy between learners on the management of individual difficulties. During the learning process, tutors and tutors have developed a mutual listening style that is likely to give more learners a taste for engaging in activities, or certainly reflect on knowing the meaning of their presence at school. This renewed motivation reflects the extent to which learners have taken to heart this support in which they have engaged. This confirms the observation results obtained by Michel Villegas, a history and geography teacher, who experimented with tutoring between learners in a second general class at the Lycée André Malraux. He thus observes that, in addition to traditional teaching, peer tutoring allows students to participate more fully in their own learning and strengthens social cohesion in the classroom (8). In the same vein, a study conducted in the 5th grade in the field of physics learning confirms that students show greater motivation and involvement than can be observed in a more traditional form of teaching (9).

Our research has shown that the combined use of the traditional strategy and the tutoring strategy between learners has reduced the difficulties to a minimum or even eliminated them. In a study conducted by Piquée (10), it was shown that teachers use the Tutoring strategy to help solve learners' difficulties. A teacher in this study reports: "I ask other friends to come and help him. It's something I use quite frequently because I find that knowledge or method, it doesn't come only from me, it also comes from others because it's rewarding for those who already know, it's difficult for them to provide help without doing instead of..." Or "They are almost all sitting next to well-functioning children; they need to have a crutch. In the same vein, the work of Davenport, Howe, and Noble (11) and Howe, Tolmie et al. (12) show, in particular, how peer consensus can be an intermediate solution between peer debate and expert guidance. According to these authors, the debate between partners provokes an activity of producing important answers, it produces effects on the development of the conceptual level. In addition, it is explained that the effectiveness of the interactive dynamics depends on several factors such as the effect of the competence gap, depending on whether the tutor is beginner or average level, the effect of the friendly relationship (13), the effect of the sociability of the tutor (14), the effect of the tutor's level (15,16) or, again, the gender effect (16). Bensalah and Berzin (17) add the type of instruction, the degree of familiarity and the characteristics of the dyad partners. For example, in a study by Foot and Barron (18), friendly tutors aged on average 8 years and 8 months give more information and question their novice partners more frequently than non-friend tutors in a task where they had to transmit to novices the rules relating to the city code from images.

Another key factor in the implementation of tutoring is the availability of a task specifying the activities to be carried out by the tutor and the tutor. A study by Demerval (19) found that when the behaviours of tutors (adjusting to the request of the novice without speaking) and novices (performing the task) aged 5-6 years were specified in a task, their post-test performance was better than in the group of dyads whose interaction was free. It is clear from this that the teacher's support is essential in the sense that the tasks of the tutor and tutor must be rigorously specified, monitored and evaluated.

IV. CONCLUSION

The combined use of the traditional Teaching/Learning/Evaluation strategy and the tutoring strategy between learners has made it possible to reduce difficulties to a minimum or even eliminate them. Thus, tutoring is a strategy whose implementation among learners solves a large number of problems that have been identified as difficult by Teaching/Learning/Evaluation.

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