

Effect Of Peer Teaching Among Students On Their Performance In Mathematics

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Abstract

Mathematics is a key subject in the school curriculum and is considered as critical filter for learners' career choices. However, over the years mathematics has been one of the poorly performed subjects in the Kenya Certificate of Secondary Education (KCSE). In an attempt to improve performance, great effort has been put into use of appropriate teaching and learning methods that stimulate learners' interest in the subject. Recently, a study was done to investigate the influence of peer teaching on performance in mathematics in 12 randomly selected schools in Bungoma South Sub County. The objective of this study was to determine the effect of peer teaching among students on their performance in mathematics in the teaching and learning process. The study was guided by Vygotsky's social interaction theory of learning. This theory opines that social interaction plays a fundamental role in cognitive development and that all learning occurs in a cultural context and involves social interactions where peers assist learners in developing new ideas and skills. The target population was heads of departments, teachers of mathematics and form three students. Twelve heads of department, twenty four mathematics teachers and one hundred and seventy six form three students were drawn from the sampled schools to participate in the study. A descriptive survey design was adopted for the study. Data was collected using a teachers' questionnaire, students' questionnaire, interview schedule for heads of department and students' achievement test. Data was analyzed using Statistical Package for Social Sciences (SPSS) version 17.0 and Statistical t-test.

Keywords: *Peer teaching, performance in mathematics, social interaction theory.*