

Peer Assisted Learning as Pedagogical Strategy: A Remedy for Enhancing Academic Achievement in Secondary Schools

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Abstract: Peer assisted learning as a strategy that aims to facilitate the students' development in intellectual, emotional, personal and social proportions. Based on social constructivist theory, the study employed mixed method approach- concurrent triangulation design. The study analyzed the use of peer assisted learning in enhancing academic achievement in secondary schools. It was conducted in Kisumu West Sub County due to a dropping in performance in Kenya National Examination. 34 principals, 366 teachers and 12,299 students made up the study population of 12,699. A Simple random sampling was used to sample 1 school. Purposive sampling was used to sample teachers and students. Purposive sampling was used to get form two class in the study. Data was collected by use of learners' standardized achievement tests, questionnaires and interviews. In piloting, test retest method was employed to enhance the reliability of instruments for data collection. The qualitative data was analyzed by organizing content into themes and sub themes. Quantitative data derived from questionnaire items was analyzed by use of descriptive statistics. Students were pretested through a standardized achievement test. On the basis of pre test results and the willingness of the students, a number of students were assigned to the experimental group treated through peer assisted learning and the rest were assigned to the control group. To determine the significance of the tutoring intervention a comparison of pre and post-test achievement of experimental and control groups, descriptive statistics of mean, median, standard deviation, coefficient of variation and analysis of covariance were used. The study results indicated that the experimental group showed greater improvement in their chemistry academic achievement as a result of their exposure to peer assisted learning strategy. Peer assisted learning had a visible effect on the posttest performance of the experiment group when tested at .05 level of significance. It was revealed that peer assisted learning was not embraced by teachers. Principals interviewed were aware that peer assisted learning was not used by teachers. The study recommended that peer assisted learning was useful a better strategy compared to other strategies.

Keywords: Peer Assisted Learning, pedagogy, strategy, academic achievement and hypothesis.

1. INTRODUCTION

In peer assisted learning, students are trained on how to work in pairs with their partner to improve their overall knowledge. They learn to use tutoring materials, take turns as the tutor and the tutee, ask the questions appropriately, and deliver feedback in a positive manner. In peer assisted learning, students practice content information in tutoring pairs rather than whole class learning (Scruggs, Mastropieri, and Marshak, 2012).

Andrew (2011) investigated how one Ontario school board used peer assisted learning strategies to address reading failure at grade one in Ontario. In a mixed-methods study, the researcher reported on a three-part investigation related to reading intervention at a Grade 1. The study revealed that Peer Assisted Learning Strategies (PALS) had a positive reading outcomes for all Grade 1 pupils (n = 436) in terms of sex, aboriginal status, and at-risk status. Findings indicated that compared to previous years, when PALS was not used, pupils in the study made significantly greater gains in reading scores. First Nations pupils made similar gains to non-First Nations students, and at-risk pupils closed the achievement gap slightly with their typically-achieving peers. The slope of improvement in reading scores for no responders began increase due to peer assisted learning.

Regionally, in Ethiopia, a study was done by Betegiorgis and Abiy (2015) to examine fidelity of peer assisted learning and its role in improving students’ oral English communication skills at Debre Communicative English Skills. A class was randomly selected as a study sample. From this class, high- and medium together with low communication skills were identified as peer tutors (N=15) and tutees (N=61), respectively. The tutees were categorized into medium and low achieving peer groups, each of which comprised five members, including one peer tutor assigned randomly to the group. During a three-week teacher trained on peer assisted learning procedure enhancing such aspects of oral abilities as organization of related bits of information, succession of events and description of individual qualities in personal introduction. The study’s findings revealed that there was acceptable level of agreement between both the peer tutors and the tutees on fidelity of the peer assisted as they rated the fidelity checklist. Pre-to post-test oral communication scores significantly improved for low and medium achievers as a result of the peer assisted learning. Based on the findings, recommendations were made for purposes of examining sustained practicality of peer assisted learning toward improving students’ learning and performance in oral English communication skills.

In Kenya, a project by Ketele; Jacobs; Boruett and Derese (2010) was done on Peer-assisted learning: A planning and implementation framework. Peer tutors were asked to position themselves as ‘friends’, who were constantly alert for deficiencies in skills competencies in fellow students and that a real ‘movement’ was set up with and around them, including small rewards (like free copy cards and internet use) and boarding weekends, which stimulated group morale. From 2004, the program was rolled out to most Kenya Medical Training Colleges (KMTC) by the end of 2008; it had been introduced in 17 out of the 24 constituent colleges. Assisted learning had a tremendous positive impact in the training of students in KMTC. There was limited research on the use of peer assisted learning as a strategy in secondary schools in Kenya, this created a dire need for interrogate peer assisted learning as teaching strategy.

Kisumu West Sub-County performance was less that Muhoroni and Kisumu Central Sub Counties with 4.791 and 5.139 respectively. The performance had been below average for the last six years continuously (Table 1.1).

Table 1.1: KCSE Performance from 2010 to 2017

| Year | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | *2017 |
|------|-------|-------|-------|-------|-------|-------|-------|-------|
| Mean | 5.962 | 5.829 | 5.625 | 5.543 | 5.496 | 5.408 | 4.713 | 4.228 |

*KCSE 2017 results were outside the research scope but included during for update of performance.

Source: *Kisumu West Sub County Education KCSE Reports 2010-2017.*

The dropping performance in Kenya Certificate Secondary Education in Kisumu West Sub County and the need to ascertain the role of peer assisted learning in enhancing academic achievement in secondary schools necessitated the current study. Peer assisted learning could be a timely corrective intervention. The need for an intervention strategy to the dropping performance in KCSE and a possibility that peer assisted learning was a remedy prompted the researcher to interrogate effects of peer assisted learning in enhancing academic achievement in secondary schools.

1.1 Statement of the problem:

Despite the desire by the Ministry of Education, Teachers Service Commission and universities that learner centered approach be adopted to enhance academic performance, there was limited evidence of peer assisted learning in Kenyan secondary schools. The need for more documented literature on peer assisted learning and a desire to improve academic performance in secondary schools prompted the researcher to interrogate Peer assisted learning as Pedagogical Strategy; a remedy for enhancing academic achievement in secondary schools.

1.2 Objectives of the Study:

To analyze peer assisted learning Strategy in enhancing academic achievement in secondary schools.

1.3 Research Hypotheses:

H₀ peer assisted learning strategy does not enhance academic achievement in secondary schools.

H₁ peer assisted learning strategy strategies does enhance academic achievement in secondary schools.

2. RESEARCH METHODOLOGY

Mixed methods research approach- concurrent triangulation design, which used both quantitative and qualitative methods as components of research, was used in this study. In mixed methods research, quantitative and qualitative methods were combined in the context of single study (Caruth, 2013). Literature on mixed methods research was considered generic hence discussions were centered on research designs with relation to no particular disciplinary context (Creswell, 2009). This design was appropriate in that one method was used to confirm, cross-validate and verify findings within a study to overcome a weakness of one method with the strengths of another. This design was based on either or both perspectives. Moreso, researcher's hypotheses were based on prior literature and sample sizes were also varied based on methods used. Data collection involved techniques that were available to the researcher. Interpretation was continual and influenced various stages in the research process (Creswell, 2003).

2.1 The Area of Study:

The study was done in Kisumu West Sub County. The Sub - County was located near Winam gulf of Lake Victoria that lies within longitude 33⁰, 20⁰ east and latitude 0⁰, 20⁰ north. The researcher identified Kisumu West Sub County because of a dropping performance from 2010 to 2016 compared to Muhoroni and Kisumu central that had means of 4.791 and 5.139 respectively in 2016.

2.2 Study Population:

According to the Kisumu West Sub County Sub Deputy Director of Education report (2016), the sub county had a total 34 principals, 366 teachers and 12,299 students that made up the study population of 12,699. There were 34 public secondary schools and 5 private schools.

2.3 Sample Size and Sampling Techniques:

Purposive sampling was used to obtain a sample of Form twos. Form Four class were not sampled because they were busy preparing for KCSE and were already doing revision and could not take time for the study. The Form One was relatively new from primary schools and needed time for orientation and a substantial coverage of the syllabus. The researcher did not sample Form Three class because they were anxious their movement to the national examination class (Kothari, 2014).

3. DISCUSSION

In school Z, the researcher determined the use of peer assisted learning strategy in enhancing academic achievement in secondary schools. The study interrogated peer assisted learning, in this case, chemistry teachers identified learners who required help on specific skills and academic assistance based on their pretest scores and chose the most appropriate students to help them learn these skills. This selection was guided by pretest exams. These pairs were changed regularly, and over time as students worked on a variety of skills, all students had the opportunity to be "coaches" and "players."

The frequency distribution of the pretest scores of the control group and experimental group of school Z.

Table 3.1: Frequency Distribution of school Z

| Class Interval Marks | Frequencies Control Group | Frequencies Experimental Group |
|----------------------|---------------------------|--------------------------------|
| 05-09 | 5 | 0 |
| 10-14 | 6 | 1 |

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| | | |
|--------------|-----------|-----------|
| 15-19 | 7 | 1 |
| 20-24 | 8 | 27 |
| 25-29 | 7 | 4 |
| TOTAL | 33 | 33 |

Table 3.1 showed marks distributions of control and experimental groups in their pre test chemistry subject. The raw pre test scores of both groups were given. The pre test scores mean score was 18.82 with a standard deviation of 7.148. The mean was 22.21 and a standard deviation was 2.571.

The researcher a comparison of the control and experimental groups on the pre test scores of school Z. the researcher presented the findings in this comparison as shown (Table 3.2)

Table 3.2: Comparison of Pre Test of Groups in School Z

| | Control Group | Experimental Group |
|--------------------------|---------------|--------------------|
| Minimum | 5 | 14 |
| 14% | 10.92 | 20.48 |
| 1 st Quartile | 14 | 21 |
| Median | 19 | 22 |
| Mean | 18.2 | 22.21 |
| Standard Deviation | 7.07 | 2.57 |
| Coefficient of Variation | 39.28 | 11.57 |
| 3 rd Quartile | 24 | 23 |
| 86% | 26.56 | 24 |
| Maximum | 29 | 28 |

Table 3.2 showed that the mean scores of the experimental group were 3.9 marks higher than that of the control group in the pre test scores. The median of the experimental group was also 3 marks higher than that of control group. The middle 50 percent of the pretest scores of the experimental group ranged from about 21 to 24 while that of the control group ranged from about 14 to 26.56 and the middle 72 percent of the pretest scores of the experimental group ranged from about 21 to 24 while that of the control group ranged from about 11 to 27. The experimental group was superior in their pretest scores in the chemistry subject as compared to control. At the same time the control group contained more variability among the individual pre test scores as indicated by the coefficient of variation of 37.28 compared as to the experimental group with a coefficient of variation of 11.57. This indicated that the experimental group showed less variation among individual pre test score.

Posttest (Administration and Interpretation) for school Z

After the pre test, students were grouped into two non-overlapping groups which named as control and experimental groups. The control group was taught by traditional method while the experimental group was exposed to peer assisted learning strategy. The individuals within the experimental group guided one another in different skills and shared their knowledge freely as facilitated by the chemistry teacher and occasionally the researcher. Both groups were taught for and after the experiment, they were post tested and the marks distribution of both the control and experimental group of school Z were shown in table 3.3 and explained thereafter.

Table 3.3: Distribution Table of the Post test Scores of Groups in School Z

| Class Interval Marks | Frequencies | Frequencies |
|-------------------------|---------------|--------------------|
| | Control Group | Experimental Group |
| 05-09 | 4 | 0 |
| 10-14 | 7 | 0 |
| 15-19 | 5 | 0 |
| 20-24 | 9 | 8 |
| 25-29 | 8 | 25 |
| TOTAL | 33 | 33 |

The table 3.3 showed distribution of marks in the post test chemistry subject. The post test scores of the experimental group fell in the range of 20-24 and 25-29 only. These marks distribution were also shown in the histograms. Histograms showed that post test control group had a mean score of 18.70 marks up from a mean of 18.2 marks. This showed an improvement of 0.5 marks in the pre test scores.

The researcher compared the scores in the control group and experimental group. Table 4.20 showed that the mean post tests score of the experimental group was 7.66 higher than that of the control group. The variability among the individual score in the control group was much higher as indicated by the coefficient of variation of 37.59 compared to that of the experimental group with 9.71 as the coefficient of variation. This meant that experimental group contained less individual variation in the post test scores in chemistry subject compared to control group. The experiment group showed an improvement in mean from 22.21 in pre test chemistry subject to 26.36 in post test while control group improved slightly from 18 to 18.70. The study found a significant difference between the mean of post test scores of control group and experimental group.

Table 3.4: Control and Experimental Groups on the post test scores

| | Control Group | Experimental Group |
|--------------------------|---------------|--------------------|
| Minimum | 5 | 22 |
| 14% | 10.48 | 24 |
| 1 st Quartile | 13 | 25 |
| Median | 20 | 23 |
| Mean | 18.70 | 26.36 |
| Standard Deviation | 7.03 | 2.56 |
| Coefficient of Variation | 37.59 | 9.71 |
| 3 rd Quartile | 24 | 29 |
| 86% | 26 | 29 |
| Maximum | 29 | 29 |

The researcher tested the hypothesis of whether there was a statistically significant difference between the post test mean of the control and experimental groups.

H_0 : Peer assisted learning strategy does not enhance academic achievement in secondary schools.

H_1 : Peer assisted learning strategy does enhance academic achievement in secondary schools.

The table 4.21 indicated that main effect of grouping (Control and Experimental) was highly statistically significant. This was because of the observed F value, $F(1, 63) = 89.778 > \text{the tabulated } F(1, 63)_{0.05} = 3.99$ (appendix T). The researcher rejected the null hypothesis that peer assisted learning does not enhance academic achievement in chemistry in secondary schools and concluded that there was sufficient evidence that peer assisted learning does enhance academic achievement in chemistry in secondary schools. The experimental group showed a larger improvement of 4.15 marks in their post test mean as compared to their pre test chemistry subject. This improvement was as a result of their exposure to peer assisted learning strategy. The experimental group showed adjustment in the individual marks in the post test with respect to pretest chemistry subject.

Table 3.5: Tests of Between-Subjects Effects

Dependent Variable: posttest

| Source | Type III Sum of Squares | df | Mean Square | F | Sig. | Partial Eta Squared |
|-----------------|-------------------------|----|-------------|---------|------|---------------------|
| Corrected Model | 2602.439 ^a | 2 | 1301.219 | 242.763 | .000 | .885 |
| Intercept | 96.271 | 1 | 96.271 | 17.961 | .000 | .222 |
| pretest | 1380.378 | 1 | 1380.378 | 257.531 | .000 | .803 |
| Group | 481.212 | 1 | 481.212 | 89.778 | .000 | .588 |
| Error | 337.682 | 63 | 5.360 | | | |
| Total | 36578.000 | 66 | | | | |
| Corrected Total | 2940.121 | 65 | | | | |

a. R Squared = .885 (Adjusted R Squared = .882)

The finding in this study concurred with the principals' assertion that peer assisted learning was important strategy in improving learners achievement especially those learners that need a close and personal attention. One of the principals (P4) observed that better learners should be encouraged to teacher others but the principal also appreciated the fact that it could be a challenge starting but could later provide a better learning opportunity for students. The principal observed that:

The choice of above average learner to assist fellow learners should be encouraged. It may be a challenge to start but in the long run it could be a good opportunity to both students and teachers will definitely improve. (P4)

Another principal (P2) observed that learners should be allowed to teach their fellow learners because all learners had something to offer and encouraged learners working together to accomplish academic task for a better performance. The principal assertion concurred with the finding of the current study showed that peer assisted learning had an impact in enhancing academic performance. The result showed that there was an effect of grouping (Control and Experimental) that highly statistically significant. This was because of the observed F value, $F(1, 63) = 89.778 > \text{the tabulated } F(1, 63) = 3.99$. The principal (P2) observed that:

Peer should be guided to help the colleagues. All learners have something to offer academically. Academic achievement occurs when learners help one another through discussion and when learners work together to accomplish a given academic task. (P2)

In the contrary to observation by the principals and experiment from students, teachers responses from the questionnaires indicated that they (teachers) did not employ peer assisted learning strategy. The finding indicated 45% of teachers never employed the strategy, 15% of teachers rarely employed it, and 26% of teachers sometimes used peer assisted learning strategy while 10% of teachers and 4% of teachers frequently and always employed the strategy respectively. The questionnaire also asked teachers to comment about peer assisted learning. A majority of teachers observed that students were not to be trusted in teaching their fellow students. The study observed that time at their disposal to employ such strategies was limited.

A teacher remarked that:

Most of the learners are below average and they are not competent enough to teach. The role of teachers remains distinct from that of learners. Most learners are themselves not interested in education. How can they teach? (TQW12)

The researcher noted the negative observation from teachers. Teachers were not aware of the general benefits of peer assisted learning as advanced by a number of studies. This study found out that peer tutoring was not widely used because of demands placed on teacher in terms of time and traditional belief that teachers owned knowledge transmitted to learners as viewed from historical perspective (Giesecke, Cartledge, and Gardner 1993). These authors noted that teachers lacked skills to train students as tutors, they (teachers) were also concerned about possible disruptive behavior in tutoring pairs, while questioning the quality of instruction offered by students, particularly high-needs students. More so, fear of teachers on what learners did during peer tutoring was responsible for teachers not embracing peer assisted learning fully as inconsistency in peer assisted tutoring practices and behaviors undermined the effects of peer tutoring (Scruggs, Mastropieri, and Marshak, 2012).

Inadequate time to implement peer assisted learning was supported by (Darling, 2010), who noted that with teachers spending, on average, 80% of their day teaching, leaves around two hours a day for lesson planning, making copies, grading, keeping up on important emails, and taking time for lunch. Teachers did not have time to help students who needed additional academic assistance. Teachers had to choose between helping students before or after school or taking their work home with them. The assertion by Darling, (2010) concurred with the finding of the current study. A teacher responding to questionnaire commented that there was limited time to use a peer assisted learning partly because the curriculum was congested and the pressure put on them to complete the syllabi within a given time frame.

A teacher noted:

We don't have time to use peer assisted learning strategies. This syllabus is congested. What is the benefit of such strategies and the principals will be asking us about syllabus coverage. (TQZ 36)

Apart from the responses from the questionnaires about teachers' use of the strategy, the finding from the treated group and the assertion from the principals concurred with Andrew (2011) in a study in Ontario Canada. A School Board used peer assisted learning strategy to address reading failure at grade one. The study, just like the current one, revealed that peer assisted learning strategy had a positive reading outcome among learners. The finding of the study by Andrew's (2011) revealed that the slope of improvement in reading scores for no responders begun to increase once peer assisted learning begun. This concurred with the finding in the current study whereby scatter plot showed that there was a true difference in the mean post test scores between the control and experimental groups. There were more points on the upper part of the line which indicated that the experimental group obtained higher marks as compared to the control group and a clear improvement of the mean scores.

The current study's finding was also supported by Parkinson and Michael (2009) who asserted that peer assisted learning promotes higher-order thinking by explaining concepts in detail, high-level questioning, and the use of supportive communication skills, peer tutors helped low-performing students master material previously introduced in a traditional classroom setting and build on their knowledge using higher-ordering thinking skills.

In the United States, a study concurred with the current finding whereby tutored students increased their performance at in-house tests in calculus compared to the untutored students, their examination marks in chemistry and calculus substantially improved (greater than 13%) and failure rates were cut dramatically. Student's progression was substantially improved (Parkinson and Michael, 2009). In the current study concurred with the same findings in that the mean of post tests score of the experimental group was 7.66 higher than that of the control group. The variability among individual score in the control group was much higher. The coefficient of variation of 37.59 compared to that of experimental group with 9.71.

During interview, the researcher interrogated principals on whether teachers employed peer assisted learning strategy in their schools. The researcher found out that principals were not aware of the strategy in classes. One of the principals was not sure whether peer assisted learning took place in school. However, principals agreed that it was a better strategy that teachers could employ. The principal (P1) asserted:

I am not sure if peer assisted learning takes place in classes. I agree that it is an important strategy but teachers could not be employing it. (P1)

The observation of the principal (P1) that peer assisted learning did not take place in schools concurred with findings in questionnaires whereby 60% of teachers never allowed peer assisted learning in classes, 18% of teachers rarely allowed it in classes while 10% of teachers sometimes allowed it. The 9% of teachers and 3% of teachers used peer assisted learning strategy in classes during lessons. The study sought to find out if teachers allowed below average students to help above average learners in specific skills. In the finding 39% of teachers said peer assisted learning never happened in the classes, 20% of teachers rarely did it in their classes while 11% of teachers sometimes used the strategy. 12% of teachers and 18% of teachers always and frequently did peer assisted learning respectively. It was the researcher's opinion that peer assisted learning was not fully taking place in secondary schools in Kisumu West Sub County.

The argument by the principal that inadequate resources was challenge was echoed by a teacher when the teacher responded to the questionnaire about the challenges that prevent them from employing peer assisted learning. A number of respondents argued that the time allocated did not allow them to carry out this peer assisted learning. One teacher (TQZ 64) observed that books were being provided but it would take a while for books to be enough to facilitate peer assisted learning. Teacher (TQZ 64) observed:

They are providing books but it will be a while for the books to be of a meaningful ration. This could be a challenge in implementing this noble idea. (TQZ 34)

Another teacher (TQY19) concurred with (TQZ 34) who observed that laboratories in that school could not accommodate any form of peer tutoring. The teachers (TQZ19) asserted that laboratory equipment were too expensive to apportioned to three or four learners. It was the researcher's opinion that peer assisted learning could still be employed with a keen interest on the type that could still use the available resources.

The laboratory that we have is not enough to accommodate any form of peer assisted learning. The laboratory equipment are too expensive to be apportioned to three or four learner." (TQY19)

Observation by principal (P1), teachers (TQZ 34 and TQY19) was supported by (Ijonte 2016) who asserted that teachers did not have adequate materials to use peer assisted learning. The author argued that a major cause of failure peer assisted learning was lack of educational resources in schools. Despite differing as per development status a country, physical facilities and equipment of schools were among indicators that negatively affected the quality of education and resulted in performance differences between schools (Ijonte, 2016).

Another study that concurred with principals (P1) and teachers (TQZ 34 and TQY 19) on the need for resources in school was by (Iyod, Mensch and Clark, 2000). A study revealed that low performing schools were characterized by inadequate school facilities, lack of active participation of students in the teaching-learning process poor overall school atmosphere in terms of organization, rules and student-to-student interaction (Iyod, Mensch and Clark, 2000).

The study interrogated the perception of learners on peer assisted learning from teachers. In the response 44% of teachers indicated that learners enjoyed the assisted peer assisted learning strategy. In the study 25% of teachers noted that learners frequently appreciated such strategies, 18% showed that learners sometimes were happy when taught by peers in groups of no more than two and 8% of teachers and 5% of teachers observed that learners rarely and never enjoyed such teaching strategies respectively. The responses indicated that 70% of learners appreciated when taught by peer in peer assisted learning. This positive outlook of learners was also noted through the interviews. The principals were positive that learners were likely to enjoy when they were guided by peer in academic work. One principal (P3) noted that learners enjoy when they worked in groups she observed that they work they liked working on their own way in pursuit of academic achievement. The principal (P3) observed that:

Learners will enjoy, teenagers like working in their groups. They work digitally and tend to understand themselves better.
(P3)

Acknowledgement by principal (P3) was supported a study done in Australia by Bruce (2012). A study by Bruce (2012) found that teachers from both the high schools and elementary schools in Australia observed that during peer assisted learning, younger students were excited about the prospect of having the older students in their classes teaching them. A teacher observed that he really liked the peer assisted learning components. It particularly worked well with the younger kids – like primary kids got a real kick out of having high school kids take over. Some of the peer teachers also observed that younger students responded enthusiastically to being taught by their older peers. They liked the fact that they could teach them even though with the teacher's presences the students were more relaxed and more willing to open up.

4. SUMMARY AND CONCLUSIONS

The main purpose of this study was to interrogate peer assisted learning a remedy for enhancing academic achievement in secondary schools determine the use of peer assisted learning strategy in enhancing academic achievement in secondary schools. The present study was, therefore, done to explore the effectiveness of peer assisted learning in comparison to conventional or traditional method of teaching in Kenya and whether the peer assisted learning strategies were employed in secondary schools.

The study was to measure the achievement of the students in the subject of chemistry before the experiment, to obtain the willingness of the students to participate in the experiment, to provide the experience of peer assisted learning treatment to the experimental group, explore the difference in the achievement of students participating in peer assisted learning and students who did not participate in peer assisted learning but were taught as usual through conditional teaching. It was hypothesized that there would be no significant difference between mean achievement scores of the students taught through peer assisted learning in the light of social constructivist theory and those taught through traditional teaching.

The study was conducted among Form Two students and a sample of form three students who took part in cross age peer assisted learning. This research employed mixed method approach, concurrent triangulation design, the experimental group A and the control group were selected without.

Students were pretested through a standardized achievement test prepared by a national examiner. On the basis of pre- test results and with their willingness students were assigned into two groups. Students were assigned to the experimental group treated through peer assisted learning and control group that was not given any treatment but taught in conventional teaching. Peer tutors were selected on the basis of the pretest result and their willingness to participate as tutors. Mutual

consent of the pairs to work together was also obtained. The duration of the study was ten weeks. To determine the significance of the peer assisted learning intervention and to compare pre- and post-test performance, descriptive statistics of mean, median, SD, coefficient of variation, t-test and analysis of covariance were used.

The researcher used questionnaires to find out views from teachers about various uses of peer assisted learning strategies. The result revealed that many teachers did not employ peer assisted learning strategies in curriculum implementation. This was despite the fact that a number of teachers knew the importance of peer assisted learning. The study revealed that principals were also aware of the importance of peer assisted learning. However, teachers did not fully employ such strategies for various reasons, for instance, they cited inadequate time.

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