

**UTILIZATION OF SECONDARY SCHOOL PEER TEACHERS AND  
IMPLICATIONS FOR ADHERENCE TO TEACHER COMPETENCE  
STANDARDS IN SELECTED COUNTIES OF WESTERN REGION, KENYA**

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**A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL  
FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE  
DEGREE OF DOCTOR OF PHILOSOPHY IN THE DEPARTMENT OF  
EDUCATIONAL FOUNDATIONS, KENYATTA UNIVERSITY.**

**NOVEMBER, 2021**

**DECLARATION**

I confirm that this thesis is my original work and has not been presented in any other university/institution. The thesis has been complemented by referenced works duly acknowledged. Where text, data, graphics, pictures or tables have been borrowed from other works –including the internet, the sources are specifically accredited through referencing in accordance with anti-plagiarism regulations.

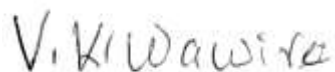
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## **DEDICATION**

This work is dedicated to my father the late Mzee James Wasike Holi and my mother Esther Nafula Wasike in gratitude for the constant encouragement and support throughout my studies.

## **ACKNOWLEDGMENT**

I wish to acknowledge the support and assistance I received while writing this Thesis. I am extremely grateful to my supervisors: Dr. Violet K. Wawire and Dr. P. M. Gathara for their individual guidance and close supervision. I sincerely appreciate the comments they made during the course of this study which will, in no doubt continue to inspire my academic career. In addition, I wish to thank Kenyatta University for giving me an opportunity to undertake this study.

I am also indebted to all the respondents: Principals, teachers, peer teachers, parents, Education officers and B.O.M members in Western region-Kenya for the valuable information they provided. Special thanks go to my family members, my wife Nancy, Children-Brentester, Lance and Nessey, friends Alice Njilo, Florence Nyongesa and Dr. Makatiani for the guidance, co-operation moral support.

I thank you all.

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## LIST OF ABBREVIATIONS AND ACRONYMS

<b>A.M.E</b>	Australian Ministry of Education
<b>B.O.M</b>	Board of Management
<b>CAEP</b>	Council for the Accreditation of Education Preparation
<b>C.D.E</b>	County Director of Education
<b>C.D.T.S.C</b>	County Director Teachers Service Commission
<b>CALDER</b>	Centre for Analysis of Longitudinal data in Education Research
<b>C.P.D</b>	Continuous Professional Development
<b>D.O.E.A</b>	Department of Education in Australia
<b>E.C.R</b>	European Commission Report
<b>EDQUAL</b>	Education Quality
<b>EFAGMR</b>	Education for All Global Monitoring report
<b>GCE</b>	Global Campaign for Education
<b>GNAT</b>	Ghana National Assessment of Teachers
<b>GPE</b>	Global Partnership for Education
<b>H.O.D</b>	Head of Department
<b>IEB-UNESCO-</b>	International Bureau of Education –United Nations Educational Scientific and Cultural Organization.
<b>K.C.S.E</b>	Kenya Certificate of Secondary Education
<b>KICD</b>	Kenya Institute of Curriculum Development
<b>KIPPRA</b>	Kenya Institute for Public Policy Research and Analysis
<b>KNEC</b>	Kenya National Examination Council
<b>KNUT</b>	Kenya National Union of Teachers

<b>M.O.E</b>	Ministry of Education
<b>NAS</b>	National Achievement Survey
<b>NRC</b>	National Research Council
<b>OECD</b>	Organization for Economic Cooperation and Development
<b>OECD-TALIS-</b>	Organization for Economic Cooperation and Development-Teaching and Learning International Survey
<b>P.A</b>	Parents Association
<b>QILT</b>	Quality Indicators for Learning and Teaching
<b>SDGs</b>	Sustainable development goals
<b>T.S.C</b>	Teachers Service Commission
<b>U.N</b>	United Nations
<b>U.N.D.P</b>	United Nations Development Programme
<b>UNESCO</b>	United Nations Educational Scientific and Cultural Organization.
<b>UNESCO-ACEID-</b>	United Nations Educational Scientific and Cultural Organization – Asia –Pacific Centre of Education Innovation for Development
<b>U.S.A</b>	United States of America

## ABSTRACT

There has been an upsurge in the utilization of peer teachers in secondary schools in Kenya in the recent past. This is despite the Ministry of Education and Teachers Service Commission having insisted on only registered teachers being allowed to teach in Secondary schools. The current study aimed at investigating, analyzing and documenting the concept of peer teaching in Kenyan secondary schools and implications for adherence to teacher competence standards in selected Counties in the Western region of Kenya. The Western region was chosen due to the high prevalence of peer teachers and the value attached to education by the locals. This study was to benefit schools on how best to engage peer teachers. The study was descriptive in nature and the data collection method was an intra-national case study. This study was guided by Pierre Bourdieu's Theory of Practice (1990) and was heavily influenced by the Scientific Method Approach as propounded by Noah and Eckstein. Three research instruments were utilized, namely; questionnaires, interviews and document analysis. The questionnaires were used to collect data from students, regular teachers, peer teachers and H.O.D's. The interviews were conducted with the Principals, CDTSCs, B.O.M members, parents, students, peer teachers, regular teachers and H.O.Ds in the selected schools. Document Analysis was done on past K.C.S.E results records. The data collected was analyzed using a mixed method with a bias on qualitative data analysis approaches. Qualitative data was analyzed through thematic analysis: that is, coding and categorization of emerging themes from the data according to the objectives. While quantitative data was analyzed using both Descriptive statistics such as percentages and means and inferential statistics namely, t-test to establish whether there was any significant difference in the performance in national exams between classes handled by peer teachers and those by regular teachers. The data analyzed was presented in paragraphs and tables where applicable. The data indicated that there was a drastic increase in the number of peer teachers in secondary schools in the years 2010 to 2016. Majority of these were found in sub county schools. The schools assigned them all the duties of a teacher although in varied proportions depending on the school's needs. The recruitment of peer teachers was schools-based, either by the Principal, H.O.Ds, adhoc committees or sometimes staff consultations. Majority of the peer teachers, teachers, Principals, B.O.M members and parents supported peer teaching as the best option for improving performance in schools. The proposed appropriate guidelines for peer teacher utilization were to begin with competitive recruitment, structured induction programmes, mentorship programmes and attendance of seminars and workshops to enable peer teachers acquire relevant teaching skills. In light of these findings, the study recommended that schools utilizing peer teachers should establish a competitive recruitment process that gives an opportunity to the best candidate to get the job. Equally, the candidates recruited should be taken through a rigorous induction process to enable them acquire relevant teaching skills. The government should also develop better mechanisms of implementing policies to ensure full compliance.



## **CHAPTER ONE**

### **INTRODUCTION AND CONTEXTUALIZATION OF THE STUDY**

#### **1.0 Introduction**

School managers in Kenya have resorted to hiring Form Four graduates who scored good grades to assist in teaching. They are commonly referred to as peer teachers who rely on their experience as students to guide the other learners. The research intended to investigate the issue of utilizing them in secondary schools in the Western region of Kenya with an aim of establishing the implications on adherence to the prescribed standards of teacher competence. This Chapter focuses on the background to the study, statement of the problem, purpose of the study, objectives, research questions, significance, limitations, delimitations, assumptions, theoretical and conceptual frameworks and the operational definitions of key terms.

#### **1.1 Background to the Study**

The main purpose of education in the human society is to help the individual both as a child and as an adult live more happily, wholesomely and completely. This concept implies an all-round development of the individual in every aspect such as the physical, social, moral, spiritual, vocational as well as mental wellbeing. Therefore, a good education should focus on a holistic development of the individual. Given the level of awareness and enlightenment worldwide, there has been a campaign to provide basic education to all the citizens of the world (European Commission Report, 2011)

It is in the light of this desire for education that the Education for All (EFA) Conference of 1990 in Jomtien Thailand decided to universalize access and promote equity at all

levels (UNESCO, 1990). Education was declared for all, regardless of age, sex, location, ethnicity or physical ability. EFA goal six focused on the quality of education and mentioned a quality teacher but did not give specifications (UNESCO, 2017). The millennium development goal (MDG) number two also emphasized universal education for all aged 15-24 by the year 2015 (UNESCO, 2005). However, the focus was on primary education and much emphasis put on enrollment and completion. This left out secondary and tertiary education. At this point, the quality of teachers who were expected to actualize the vision of the MDGs was not emphasized. The OECD Report on MDGs (2015) indicated that MDGs greatly affected Secondary education since the numbers joining these levels went up. Yet, there was no clear plan on teachers and all the other facilities. The Sustainable Development Goals (SDGs) put much focus on quality education through articulation of Goal number four. The aim was to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (UNESCO, 2016). Target 1 of SDG goal four was that by 2030, all girls and boys complete free, equitable and quality primary and lower secondary education leading to relevant and effective learning outcomes (UNESCO SDG Report, 2016). However, in all the explanations by UNESCO on what SDG goal number four entails, there is no single mention of the kind or quality of teacher or the competencies required to fulfill the expected targets. Yet, the provision of quality education as per goal number four is partly hinged on quality teaching which requires good training for teachers. This is an issue supposed to be exhaustively addressed by SDG goal number four. However, SDG goal number four only focuses on access, sustainability and the kind of quality education to be offered by member states with no mention of the quality of teachers to achieve the goal.

In order to achieve SDG goal four, Netherlands made primary and secondary education free and compulsory. This saw an increase in enrollment at secondary school, resulting into hiring of untrained teachers to curb the deficit (UNESCO, 2017). Aina (2016) in Nigeria, comments that the clamour to implement SDG 4 created a high demand for Secondary Education which superseded the number of teachers. This saw the Nigerian Ministry of Education order that all secondary school unemployed graduates be employed as teachers in Secondary schools to curb the shortage (Aina, 2016). Though Countries have been keen to implement Sustainable Development Goal number four, there seems to be lack of proper preparedness in terms of the teaching force required to actualize the vision.

Secondary education is a very crucial stage in any education system. This stage has to address challenges posed by rapid changes occurring in the society and the world of work (UNESCO-ACEID, 2010). The results at secondary education form the basis for decisions about the future academic as well as career life of students (Oduor, 2008). This is a determining point that produces the final product for placement into relevant skills needed in the job market (Geaney and Kellaghan, 1995). However, the strength of any education system or level partly depends upon the quality of its teachers. As put by Hattie (2009), the quality of the teacher is one of the most important influences of student academic achievement.

According to UNESCO (2012), the world is facing multiple challenges when it comes to secondary school teachers. Not only are there not enough teachers to achieve universal

education, but many currently teaching are untrained, leading to children failing to learn the basics (EFAGMR, 2015). Globally, the UN estimates that 2.1 million more teachers are needed to achieve universal secondary education by 2030. This implies that there is an acute shortage of teachers at secondary level world over. Researches done in secondary schools have demonstrated that teachers make a tangible difference in student achievement and career choice (NRC, 2010). A professionally qualified teacher through quality teaching can assist a learner to make the right career choice (NAS, 2017). Meanwhile, in one out of three countries in Africa, less than three-quarters of secondary school teachers are trained to national standards (Global Partnership for Education, 2012). To salvage the situation, Global Partnership for Education helped to train over 300,000 teachers in 2011 worldwide. However, the student teacher ratio in secondary schools still remains below the expected standards in the world.

The European Commission Report on education in Netherlands, UK, America, Canada, Switzerland and Ireland (2011) emphasizes the fact that quality education is a product of quality teachers. The countries have 87% of their secondary school teaching force as qualified (OECD-TALIS, 2013). Despite the measures put in place by the European Union to ensure all teachers in secondary schools are trained and professionally qualified, there are still cases of those untrained and these accounts for 9% of the teaching force. However, reports indicate that untrained teachers have compromised education standards (EDQUAL, 2007).

Africa is no different regarding issues of teacher shortage and utilization of untrained teachers at secondary school level. Sub-Saharan Africa is the hardest hit by this problem. Despite a sharp rise in secondary school student completion rates among nations, they still account for two-thirds of the total teacher shortage in the world (UNESCO, 2014). Most Sub-Saharan countries have a two tier system which provides for junior and senior secondary education. Teacher shortage across the countries is more pronounced at senior secondary level. In some countries, junior secondary school teachers are allowed to teach at senior secondary to curb the shortage (Akyeampong *et al*, 2013). Due to this acute shortage, many Sub-Saharan nations have chosen to hire unqualified teachers (Global teacher shortage, 2014).

The search for a solution to secondary school teacher shortage in Sub-Saharan Africa has attracted several policies and strategies. Niger, Benin and Uganda have hired new teachers on contract basis (UNESCO, 2014). This has allowed the countries to significantly reduce their pupil-teacher ratios. According to Murphy and Wolfenden (2013), the pupil-teacher ratio should not exceed 40 students per teacher yet some of these countries had numbers that far superseded the minimum requirements for an ideal student learning experience. However, hiring teachers on contract may have negative implications, especially in relation to quality. Moreover, when the teachers are still not fully qualified, the uncertainty of a temporary contract may inhibit personal investment in professional development (Akyeampong *et al*, 2013). UNESCO has also become deeply involved in addressing the issue of teacher shortages in Sub-Saharan Africa via its Teacher Training Initiative for Sub-Saharan Africa (TTISSA), a programme comprised of several initiatives which seek to improve access, quality and equality of education by

improving the quality and quantity of the teaching force in the region (UNESCO, 2014). TTISSA's initiatives have resulted in the improvement of teachers through the enhancement of their training institutions (UNESCO, 2014). Equally, the involvement of teachers' Unions is seen as a way of addressing the problem of secondary school teacher shortage in Sub-Saharan Africa (Sinyolo, 2007). This partnership has provided a mechanism through which secondary school teachers could be more effectively represented and consulted on issues, programmes, and policies which affect them (Mulkeen *et al* 2007). However, according to Gathara (2011), teachers Unions neither train nor facilitate any Continuous Professional Development programmes. Their main focus is on teachers' welfare issues which they discuss during their annual general meetings or when their officials are called to participate in other MOE forums. Therefore, their role in the training of secondary school teachers in Kenya is negligible.

Teacher education and professionalism in Kenya dates back to the traditional/indigenous African education system (Jomo Kenyatta, 1963). The system may not have been formal but it produced competent teachers who sustained the African traditional education (Indire and Sifuna, 1974). The advent of Christianity and colonialism saw an introduction of formal education which required trained teachers (Karanja, 1995). As the demand for formal education increased, many teachers were also leaving to seek better paying jobs. Schools were forced to recruit teachers amongst persons largely without any training (Beecher, 1949). The desire to professionalize teaching in Kenya resulted into the establishment of the TSC through an Act of parliament in 1967 as proposed by the Ominde Commission Report of 1964. However, the problem of untrained teachers remained persistent and was further amplified by the Mackay Commission of 1981 which

noted that 50% of teachers in secondary schools were untrained. In the struggle to achieve education for all, the Basic Education Act (2013) defined basic education in Kenya as comprising both primary and secondary education (Republic of Kenya- Education for All mid-term Review, 2015). This resulted into a drastic increment in the population of learners by more than 1.5 million, causing a strain on infrastructure. To enhance learner outcome, the Kenya Education Sector Plan (2013-2018) emphasized development of a relevant curriculum, early grade literacy and enhancement of teachers' pedagogical skills (Republic of Kenya, 2015). Despite these strategies, the increased population in Secondary schools outweighed the number of teachers.

Surprisingly, Kenya had 291,785 trained and registered but unemployed teachers against a shortage of 87,381 (T.S.C, 2019). Among them, over 80,000 were secondary school trained unemployed teachers yet there was a shortage of 49,750 teachers. The National Assembly appropriated 3.2 billion for recruitment of 5,000 teachers (T.S.C Report, 2019). The amount was not enough since T.S.C required 16.2 billion annually to fix the shortage (T.S.C Strategic Plan 2019-2023). Despite the fact that there were more than enough trained secondary schools teachers, those employed to teach in secondary schools were far less than the number needed. This resulted into a huge shortage of teachers in Secondary schools until parents were employing teachers to teach their children (Republic of Kenya 2012).

The T.S.C Act (2015) clearly states that for one to be deemed to have qualified as a teacher in Kenya, they must possess relevant qualifications. This refers to a series of

knowledge (academic, pedagogical and professional), abilities, skills, experiences and behaviours which lead to an effective performance of an individual's activities (Cobbold, 2015). This study conceptualized standards of teacher competence to mean the academic, professional and pedagogical knowledge required of a teacher according to the T.S.C Act, 2015. Teachers were expected to have a general education (secondary education) and a prolonged period of training to acquire esoteric skills (college/university). As a practicing teacher, one is expected to possess, a certificate of registration, a syllabus for the relevant subject approved by K.I.C.D, schemes of work, lesson plans, lesson notes, records of work covered, learners' progress records, learners' value added records, class attendance registers and undertake teacher professional development programs as may be required from time to time (T.S.C, 2015).

The Western Region of Kenya has some of its Counties with the highest teacher shortage in Secondary schools in the Country: Kakamega, 3,338 teachers, ranked number one in shortage countrywide; Bungoma, 2,146, number two countrywide; Busia, 2,012 and Vihiga, 1,762 (TSC Report, 2019). In total the region has a shortage of 9,258 (18.61%) teachers against the national shortage of 49,750. To curb this shortage, school Boards of Management have resorted to employing teachers. However, some of those employed are peer teachers who don't have the academic, pedagogical or professional knowledge required by T.S.C. (Oduor, 2008).

Peer teaching, according to Mazur (1990), refers to a method by which one student instructs another student in material such that the first is an expert, and the second a



novice. In Australia, peer teaching is common at secondary and university levels. Students are put in small groups and assigned either a member of their class or of a higher ability to guide them in learning (Topping, 2015). While in California, U.S.A, peer teaching is commonly known as student to student teaching. Teachers offer tutoring in a variety of subjects to students with the help of high-achieving eighth graders. Qualified eighth graders who meet a minimum GPA requirement and demonstrate high citizenship must complete an application process and obtain approval from their teachers before being paired with struggling students. The programme advisor then matches tutors to students, based on who seems to be a good match academically and socially (Atwood, 2018). However, student to student programme is intended to complement, not substitute, regular classroom instruction (Briggs, 2018). Sub-Saharan Africa has peer teachers too, but majorly restricted to students of the same class teaching each other in groups or volunteer teachers (UNICEF, 2018). Cob bold (2015), in Ghana, established that there were so many peer teachers in the education system. Most of them were school leavers hired by the government as untrained peer teachers and distributed in schools to help curb the teacher shortage. This study conceptualized the term peer teachers to refer to those immediate Form Four graduates hired by the schools they attended and performed well in K.C.S.E to help in performing the duties of a teacher, either with pay or as volunteers for the period they were at home waiting to join University/college.

Schools in the Western region of Kenya cognizant of the T.S.C requirements on the qualifications of teachers still go ahead and identify their former students who scored good grades (peer teachers) and retain them to teach. The practice is common in both the

established and performing National and Extra-County schools that have enough teachers and the small local schools that have a teacher deficit and perform poorly. This raises concerns over their competency as teachers and the implications they may have for adherence to standards of teacher competence. Teaching, as a profession in Kenya under the TSC Code of Conduct and Regulations (2015), has very clear and elaborate standard teacher competence requirements. However, schools have violated this by hiring Form Four leavers to teach in secondary schools. Ordinarily, one could have imagined that the well trained and qualified teachers were the ones to be hired by schools but this is not the case. That is why, it was imperative that this research be carried out to establish the implications of peer teacher utilization for adherence to standards of teacher competence in Kenyan secondary schools.

## **1.2 Statement of the Problem**

There has been an outcry in the country over the lack of enough teachers in Secondary schools. According to the Teachers Service Commission 2019 Report, the shortage stood at 49,750 teachers. Yet there were over 80,000 trained/qualified unemployed Secondary school teachers (T.S.C, 2019). The government, through the National Assembly, appropriated 3.2 billion to employ more teachers, which was far below the T.S.C's need of 16.2 billion annually. This amount could only cater for 5,000 teachers against an annual deficit of 12,626 teachers (TSC, 2019). Worse still, there was an increase in enrolment necessitated by the Basic Education Act (2013) which declared secondary education part of basic education thus free and compulsory and the 100% transition directive. In an effort to curb the teacher shortage, parents had resorted to employing their

own teachers (Republic of Kenya, 2012). Unfortunately, parents may not have had enough money to pay salaries equivalent to those of T.S.C. Therefore, teachers mostly attracted to take up parents' funded teaching jobs were Form Four leavers (Mahulo 2012). Equally, schools were more comfortable with their former students since they believed that they acted as role models and a motivation to the other students. However, these teachers did not meet the established standards of teacher competence. They lacked the professional, academic and pedagogical competencies. The Education Ministry, on the other hand, in an effort to curb the use of untrained secondary school teachers issued a directive that only T.S.C registered teachers will be allowed to handle Secondary school students (M.O.E, 2016). Despite the directive and the availability of qualified/trained teachers, the utilization of peer teachers in Western region secondary schools has continued unabated. Therefore, in light of the above, this study set out to investigate the issue of peer teacher utilization in Secondary Schools and the implication for adherence to standards of teacher competence.

### **1.2.1 Purpose of the Study**

The purpose of this study was to analyze and document the practice of peer teaching in secondary schools and implications for adherence to standards of teacher competence in selected Counties of the Western region of Kenya.

### **1.2.2 Objectives of the Study**

The study sought to address the following objectives:

1. To determine the trends in the utilization of peer teachers and implications for adherence to teacher competence standards in Secondary Schools in selected Counties of the Western region, Kenya.
2. To establish whether the selection criteria for peer teachers adheres to standards of teacher competence in secondary schools in selected Counties of the Western region, Kenya.
3. To assess perceptions of Education stakeholders towards peer teachers and implications for adherence to standards of teacher competence in Secondary schools in selected Counties of the Western region, Kenya.
4. To formulate teacher standards competence compliant guidelines that could be used in the effective utilization of peer teachers in secondary schools in Kenya.

### **1.2.3 Research Questions**

The study was guided by the following research questions:

1. What trends exist in the utilization of peer teachers and implications for adherence to standards of teacher competence in Secondary schools in selected Counties in the Western region, Kenya?
2. Does the selection criterion of peer teachers adhere to standards of teacher competence in Secondary schools in selected Counties in the Western region, Kenya?

3. What perception do education stakeholders have towards the utilization of peer teachers and implications for adherence to standards of teacher competence in secondary schools in selected Counties in the Western region, Kenya?
4. What are the teacher standards competence compliant guidelines that could be used in the effective utilization of peer teachers for secondary schools in Kenya?

### **1.3 Significance of the Study.**

This study could benefit secondary schools faced with a problem of teacher shortage and the desire to improve in performance, on making decisions about whom to entrust with the responsibility of teaching their children. These decisions may be based on the data to be collected on the trends of peer teacher utilization. Secondary schools based on this data could make a choice on which trend to adopt so that it can best serve their school.

The information collected on the perceptions of education stakeholders, trends in peer teacher utilization and the teacher competence compliant guidelines that would be developed may form a basis for decisions on policies. Policy makers may use the information obtained to formulate policies for the teaching profession which could reflect the challenges faced by Kenyan Secondary schools, the desire to excel and the urge to retain quality and professionalism in teaching.

The study may also benefit future researchers, scholars and academicians on the teaching profession, particularly information collected on the criterion used to select peer teachers. Future researchers, scholars and academicians may use this information to advance

further researches, recommend or advise on whom to engage as a teacher. Lastly, the study could add to existing knowledge regarding the teaching profession and may open avenues for further research.

## **1.4 Limitations and Delimitations of the Study**

### **1.4.1 Limitations**

This study had certain limitations. First, it used a descriptive research design which was greatly influenced by the scientific method approach of comparative education. Data was collected from education officers, B.O.M members, teachers, students, principals, parents and an analysis of school K.C.S.E performance records. The limitation of this method was that it dealt with a lot of data that needed to be cleaned before analysis and reporting. Secondly, the conclusions were based on information solicited from teachers, principals, parents, B.O.M members and education officers in the selected schools. Therefore, other issues related to the above respondents and to the study, which took place after the fieldwork, were not included in the study. The findings are, therefore, specifically limited to those schools, and, to some general degree, to the other schools in this region. The findings may, therefore, not be generalizable to other regions in Kenya without putting into consideration the specific societal factors which may influence their interpretation.

### **1.4.2 Delimitations**

This study was carried out in Secondary schools which had been utilizing peer teachers for a minimum of three years in selected Counties in the Western region of Kenya. The researcher picked on Western Region because of the high prevalence of peer teachers. There were 35,524 teachers employed by Schools Boards of Management in the whole

Country, out of which 6,247 were peer teachers. Western region catered for 1,342 (21.48%), Nyanza region had 1,116 (17.86%) while Rift Valley region had 1,197 (19.16%) (Basic Education Statistics, 2013). The principal sources of data were the students, regular teachers, peer teachers, H.O.Ds, B.O.M members, P.A members, principals and education officers since they had first-hand information on either government policies or the utilization of peer teachers.

### **1.5 Assumptions of the Study**

There were three main assumptions:

- a) Peer teachers interacted and taught all students, including the candidate classes.
- b) The schools utilizing peer teachers were fully aware of the T.S.C Act 2013 which prohibited the utilization of unregistered persons as teachers.
- c) Peer teachers in the schools were all Form Four leavers and had no other professional training.

### **1.6 Theoretical and Conceptual Framework**

#### **1.6.1 Theoretical Framework**

This study was guided by Pierre Bourdieu's Theory of Practice (1990). The theory involves three major conceptual categories; habitus, field, capital and concepts of struggle and strategy which invoke intentionality on the part of individuals, families and social groups as they seek to manipulate their position in various social fields. The theory states that the social world comprises of identifiable groupings or 'fields' of practices which exist in complex inter-relationships of dominance and subordination. Each field is

characterized by its own particular practices, which confer distinctions upon its members and which make it possible to identify its own peculiar 'logic'. It is this logic of practice, expressed via specific 'rules of the game' (Walther, 2014) which give meaning to the words and actions of those who inhabit the fields, which in turn give meaning to the practices which characterize them. Any member joining a given field will be expected to either possess or acquire the necessary tenets of the 'field', 'logic' and practices that govern them to be allowed in.

The study utilized the theory in reference to the tenets of the 'field', 'logic' and the practices which govern them. The theory holds that there are 'fields' of practice which exist in complex inter-relationships. In this case, the teaching profession which brings together several people, practising teaching just like Bourdieu's 'field', has its own particular practices which confer distinctions upon its members. The 'logic'; is the part that spells out the rules which are to govern members of a 'field'. In teaching, this is similar to the code of conduct and ethics for teachers which are a set of rules that determine who qualifies and how they should conduct their business as teachers. Our study utilized this theory in trying to question the utilization of peer teachers who were not members of the 'field' and did not possess the relevant 'logic' and the adherence to standards of teacher competence.

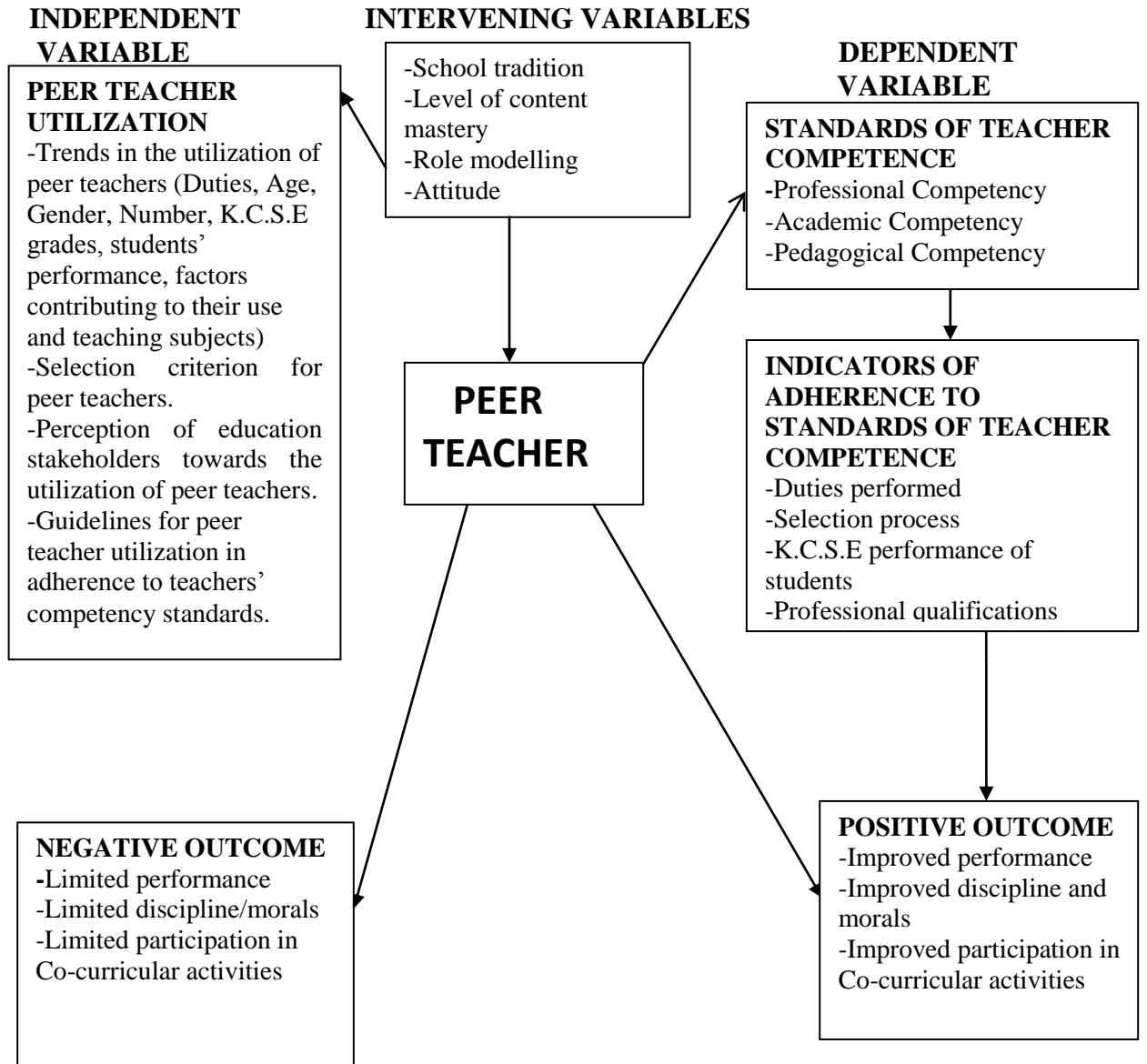
### **1.6.2 Conceptual Framework**

The Conceptual Framework, in Figure 1.1 shows the hypothesized interconnection between the different variables in this study. It endeavors to explain their relationship and



how they influence each other. The utilization of peer teachers is an independent variable which is influenced by the location of the school, school tradition, teacher mastery of content, role modelling and attitude. A peer teacher, through their experience as students in the same school, will adopt either one or several of the intervening factors. It is these intervening factors which will enable them to teach their peers, because they do not have the standard teacher competencies required, except the content they acquired from their teachers. Their ability to teach is heavily reliant on the intervening factors, yet schools assume that, by virtue that they passed their K.C.S.E exams, they have already qualified to be teachers.

But, the standard of teacher competence is the dependent variable which requires professional, academic and pedagogical knowledge. A qualified teacher has all the three and, under normal circumstances, is expected to offer quality teaching that would result into positive outcomes. However, peer teachers lack the three key competencies and their utilization may interfere with the adherence to standards of teacher competence resulting into either positive or negative outcome



**Figure 1.1 .The relationships between peer teachers and standards of teacher competence.**

## **1.7 Operational Definition of Key Terms**

### **Peer teachers:**

Immediate Form Four leavers who passed with good grades (A- and above) in K.C.S.E and have been retained by their former Secondary schools to assist in teaching as they wait to join college.

### **Untrained teachers:**

Teachers teaching in secondary schools yet they have not gone through any formal professional teacher training. They possess the academic knowledge they acquired in high school or other professional training which is not education oriented.

### **Regular teachers:**

Trained and qualified teachers registered and employed by the government under the Teachers Service Commission in Kenya.

### **Standards of teacher competence:**

Rules, regulations and qualifications which govern the teaching profession. They stipulate the kind of knowledge a teacher should have to be allowed to conduct their daily business.

### **Kenya Certificate of Secondary Examination (K.C.S.E):**

Examinations done at the end of Secondary education in Kenya, which is equivalent to Grade 12 by international standards.

**T.S.C Code of Regulations for Teachers:**

Laws and rules which govern the teaching profession in Kenya as passed by an Act of Parliament. They stipulate the qualifications, employment, promotions, demotions/sackings and the roles of all in the teaching profession in Kenya.

**Conclusion**

In summary, Chapter One has attempted to define the problem and put it into proper perspective for a better understanding by the reader. The significance of the study has been established as well as the recognition of assumptions on which it would be based. Several research questions which guided the researcher have also been set out. The researcher has, as well, established the scope of the study and has pointed out several limitations and delimitations in recognition of the influence they had on the realization of this Study. The next Chapter will focus on literature review in relation to our objectives in order to identify the gaps that this Study intended to fill.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.0 Introduction**

Related literature review will focus on six themes guided by the study objectives. They are: a) Historical evolution of teacher education in Kenya, b) Trends in the utilization of peer teachers in Secondary schools, c) Criteria used in the selection of peer teachers in Secondary schools, d) Perceptions of education stakeholders towards utilization of peer teachers in secondary schools, e) Guidelines for peer teacher utilization in secondary schools, and f) Synthesis of gaps in the literature.

#### **2.1 Historical Evolution of Teacher Education in Kenya**

The concept of unqualified secondary school teachers in Kenya dates back to the African traditional education. The system of education was not formal but relied on teachers trained through apprenticeship to sustain the education systems (Indire and Sifuna, 1974). Formal teacher education was introduced in Kenya in the mid-nineteenth century by European Christian Missionaries (Karanja, 1995). Teacher training was majorly linked to primary schools and Missionary organizations. Most of the training was done for primary school teachers by Missionary organizations where the basic requirement was to be a member of that faith (Beecher, 1949). Indire and Sifuna (1974) observed that the Missionaries were keen to train teachers they regarded as spear headers of conversion and amplifiers of Christianity as opposed to educators. They were the same primary school teachers who taught at secondary school level which they had not experienced. Thus, they were unqualified. After the First World War (1914-1918), there was increased

demand for secondary education. Consequently, Makerere College in Uganda was established to train Diploma in Education qualification in the early 1940's (Beecher Education Commission, 1949).

However, the establishment of Makerere College did not solve the problem. The expansion of primary school education, after opening doors to Africans, outstripped the capacity of the existing secondary schools and teacher training colleges to supply trained staff. At the same time, the few teachers available in secondary schools were leaving in large numbers to seek better paying white collar jobs. Schools were forced to recruit teachers amongst persons largely without any training (Beecher Commission Report, 1949). This situation was made worse after independence because most non-natives holding government jobs were leaving. Therefore, there was a massive exodus from teaching to the available well-paying government jobs. The only replacement available was the untrained teachers (Republic of Kenya, 1964). The Ominde Commission of 1964 reported a shortage of qualified teachers and its recommendation saw several Certificate and Diploma teacher training colleges established (Otiende, 1992).

Those established included Kenyatta College in 1965 and Kenya Science Teachers College in 1966 to train S1 teachers. Kenya Technical Teachers College was established in 1977 to train teachers in technical subjects at Diploma level (Otiende, 1992). However, to augment the efforts of Makerere University College, University of Nairobi College started training secondary graduate teachers with B.A/B.SC (Education Option) qualification in 1966. This was later transformed into Bachelor of Education (B.ED)

professional degree in 1970. It was expanded by the establishment of Kenyatta University College in 1972. Despite the establishment of so many institutions to provide teacher education, the demand for secondary teachers remained higher than the supply. This resulted into utilization of untrained teachers in the Kenyan secondary education system.

The Mackay Commission of 1981 observed that 50% of the teachers in secondary schools were untrained, despite the establishment of so many teacher training colleges/Universities. The government had as well put in place other measures like in-service training to absorb untrained teachers in the field into the teaching profession throughout the country. The demand for teachers saw almost all Universities in the country begin to offer the Bachelor of Education degree course. On average there were over 20,000 secondary school teachers who graduated in the country annually (M.O.E, 2016). But, around 328,324 trained and registered teachers were unemployed (T.S.C Report, 2019). However, due to cost implications in hiring trained teachers, schools resorted to utilizing untrained teachers to curb the shortage necessitated by the Basic Education Act (2013) which made secondary education free and compulsory and the government directive on 100% transition. On average by 2014, 11% of teachers in secondary schools were unqualified, of which 5.32% were secondary school graduates (Basic Education Statistics Booklet, 2014). Some of these unqualified secondary school graduate teachers were peer/volunteer teachers.

Peer teaching is not a new concept. It can be traced back to Aristotle's use of *archons*, or student leaders, and to the letters of Seneca the Younger. It was first organized as a

theory by Scotsman Andrew Bell in 1795, and later implemented into French and English schools in the 19<sup>th</sup> century. Over the past 30-40 years, peer teaching has become increasingly popular in conjunction with mixed ability grouping. Goodlad and Hurst (1989) and Topping (1998) note that academic peer tutoring in schools takes many different forms. Surrogate teaching, common at larger Universities, involves giving older students, often graduates or advanced undergraduates, some or all of the teaching responsibility for undergraduate courses. Proctoring programmes involve one-on-one tutoring by students who are slightly ahead of other students, or who have successfully demonstrated proficiency with the material in the recent past. Cooperative learning divides classmates into small groups, with each person in the group responsible for teaching others, and each contributing a unique piece to the group performance on a task. Reciprocal peer tutoring (RPT) is a more specific version of cooperative learning: places classmates into pairs to tutor each other.

## **2.2 Trends in the Utilization of Peer Teachers in Secondary Schools.**

There has been a shortage of qualified and motivated teachers in most countries (UNESCO, 2015). This has resulted into massive recruitment of untrained, under-trained and less educated teachers to meet increased student population (Orr *et al*, 2013). It was estimated that by 2017, the untrained teachers' percentage in Secondary schools stood at 34.659% (World Bank, 2017). Only 65.35% of the teaching force comprised trained teachers. But, out of the 65.35%, some were either under-trained or less educated (UNDP Report, 2011).



Sutcher (2015) researched on the issue of untrained teachers in the U.S.A. The study found out that most schools engaged untrained teachers after the economy recovered and laws were changed to allow their employment. These untrained teachers were now legal entities in the profession, allowed to teach all students. Ingersoll (2002) further reaffirmed the position but focused on 'out of field teachers'. According to Trynesky (2006), most states in the U.S.A had varied rigours of certification and the quality of teacher training required. Some states found out of field teaching normal while others looked at it as being equivalent to untrained teachers. In most schools, teachers were assigned to teach subjects that they had no knowledge about or did not train in (Whites, 2018). An examination of teachers' records at the National Centre of Education found missing the actual individual teacher academic/professional course transcripts. This was made worse by the teachers' inability to recollect the exact number of credits they had previously scored in different subjects (Chaney, 2004). They held a belief that teaching was more about knowing how to teach and not the knowledge of the subject one was teaching.

A good teacher could teach anything, regardless of education or training (Whites, 2017). As much as the untrained teachers were being utilized in the form of 'out of field teachers', there was still controversy concerning how much training, and which kind of preparations teachers ought to have to be considered adequately qualified (Gillies, 2015). The research used its national representatives in the field to collect data. They observed teachers daily schedules, certification and duties in schools and gave feedback (Ingersoll, 2002). The current study seeks to fill the gaps left by Ingersoll (2002) and Sutcher (2015)

in their researches in three ways. First, Ingersoll focused on trained teachers (out of field teaching) assigned to teach subjects they did not train in while this study will focus on secondary school leavers (peer teachers) being allowed to teach without any formal teacher professional training. Secondly, the said researches used organizational field representatives to collect data who were not necessarily teachers and did not interact with teachers but just observed their activities. This study for better understanding of peer teacher utilization sought to collect data from the education stakeholders themselves who included peer teachers. Thirdly, Sutchter (2015) looked at untrained teachers employed legally by the government while this study looked at untrained teachers employed informally by schools in the Kenyan context.

An international research by Milkeen (2012), commissioned by the World Bank on teachers in Anglophone Africa, found out that schools employed unqualified or under-qualified teachers. For instance, in Lesotho only 60% of secondary school teachers were qualified while in Zanzibar only 59% were qualified. Most teachers had a Diploma which legally allowed them to teach Forms 1 and 2 but, due to teacher shortage they were allowed to teach Form 3 and 4 (Glewwe, 2015). Tanaka (2011), in a research in Ghana which collected data from school Principals and teachers, noted that most untrained teachers were volunteer teachers who taught all classes. The unqualified teachers in Anglophone Africa taught all classes. Their roles were the same to those of the regular teachers. This study filled gaps left by Milkeen (2012) and Tanaka (2011) by trying to focus on trends of peer teacher utilization in the Kenyan context, a different location from the cited. Secondly, it went deeper to establish the trends of engagement of the peer

teachers at individual school level, unlike Milkeen (2012) and Tanaka (2011). Thirdly, this study used an intra-national perspective in Comparative Education by focusing on a single country, unlike Milkeen (2012) which was international and focused on several countries.

Aina (2016), in a research on employment of untrained teachers in Nigeria, found out that the problem of employing untrained teachers was wide spread. Around 48% of the teaching force in Nigeria was either unqualified or under-qualified. The untrained teachers did 98% of the teaching work in schools. They taught all subjects, including sciences and technical disciplines, evaluated, guided and counselled, participated in co-curricular activities and attended to all school matters. The research collected data using questionnaires and document analysis from education officers, teachers and students. The data was analyzed qualitatively. However, one of the major problems of the Nigeria educational system today is the production of qualified teachers to teach in Nigerian schools in sufficient numbers (Ibidapo-Obe, 2007). Many untrained teachers teaching lacked teaching experience. They taught science in abstraction, lacked adequate knowledge of subject matter and the competence to deliver (Abdullahi, 2007). Aina (2016) and Olanipekun (2015) in their study submitted that qualified teachers were crucial to the success of any education system. Professional teachers, in particular, were essential to the formulation and successful implementation of education policies in any country (Okoye, Momoh, Aigbomian and Okecha, 2008). This study endeavored to fill some gaps left by Aina (2016). The research collected data using questionnaires and document analysis but this study enhanced methods of data collection by adding

interviews to ensure all details were captured. Aina (2016) analyzed data qualitatively while this study used a mixed method for ease of understanding and explanation.

Sorto (2014) carried out a study in Botswana and South Africa to establish the statistical distribution of untrained teachers in government schools. Random sampling was used to identify the target schools. The study found out that 10% of teachers in secondary schools in Botswana were untrained. This accounted for 1,300 teachers out of the total 13,000. These teachers were either high school graduates or trained in other areas but not in education. But, South Africa had only 5.4% of its teachers fully qualified to implement the new curriculum. The other 85% of teachers, although trained, did not have any idea about the new curriculum being implemented, and 9.6% did not have any teacher training. From the studies in the two countries by Sorto (2014), it was quite obvious that untrained teachers were in existence, though in varied proportions dependent on the country. This study enhanced Sorto's (2014) sampling methods by utilizing stratified sampling to categorize the schools according to their levels, then used purposive sampling to select the schools per stratum for effective representation. Also, it intended to look at a new category of untrained teachers-peer teachers at individual school level as opposed to Sorto (2014) who looked at untrained teachers in the whole country.

Muindi (2011), in his research on free education, sampled schools through simple lottery. The study argued that untrained teachers were widely used to perform the duties of trained teachers in Katanga, Yatta sub-County of Kenya. It further found out that there was no clear variation in the roles assigned to trained and untrained teachers. Wambui

(2018) argued that teachers interacted and influenced learners at all levels. No teacher could be designated to teach a particular class as long as they were in that school. Muindi (2011) and Wambui (2018) studies were crucial because they gave an insight into the concept of untrained teachers in Kenya. However, our study attempted to look at individual schools in terms of how they utilized those untrained peer teachers, as opposed to generalizing a whole sub-County. Also, Muindi (2011) utilized simple lottery to select the sample schools while this study used both stratified and purposive sampling to select the target schools. In addition, it focused on a different locality, which was Western Region of Kenya, while Muindi (2011) looked at Yatta Sub-County in Machakos County.

### **2.3 Criteria for Peer Teacher Selection in Secondary Schools**

Teaching as a profession must have a “published criteria for admission to and exit from” the job (Symeonidis, 2015). Completion of an approved course in an appropriate teacher preparation institution should be required of all persons (UNESCO-ILO, 2016). It cannot be a free for all affair where whoever is interested gets in regardless of whether they meet the minimum requirements or not. According to CAEP (2011), public opinion, research, international experience, policy makers, critics and the experience of both “the traditional” and alternative pathway programmes concur that recruitment, outreach and selection criterion are essential to building a pool of new teachers.

A CALDER study (2011), using New York City data, reported that individual’s qualification affected outcomes. The study looked at many aspects, among them experience, state license exams, undergraduate institutions and scholastic aptitude test for

Mathematics and verbal scores. It found out that performance of students in elementary Mathematics increased when more qualified teachers were hired. The study concluded that selection of teachers with stronger qualifications could lead to improved student learning. Bailey (2016) further supported the views by CALDER (2011) and affirmed the core attributes relevant for selection of individuals for preparation to become professional teachers in the U.S.A. They entailed a focus on knowledge of Mathematics, prior experience in teaching for the first five years, license test scores, subject area competency and content based pedagogical knowledge. Darling and Rothman (2011), in Finland, found out that the basis for selection into teaching was matriculation examinations results, high school records and out of school accomplishments. Then in the second phase, candidates would be exposed to a written exam on assigned books in pedagogy, engage in an observed clinical activity replicating school situations and participate in an interview in which they would be asked to explain why they decided to become teachers. CALDER (2011), Bailey (2016), Darling and Rothman (2011) were in agreement on issues of academic knowledge and pedagogy as the basis for selection of teachers. They also did not support the use of untrained teachers because they did not have the requisite knowledge and could compromise standards. This study was influenced by the three in its quest to establish the criteria used by schools to select peer teachers.

Research in Africa on identification and selection of teachers showed variations. Chisato (2014), in Ghana established that a good score at senior secondary could enable one to join a teacher training college which prepared them to teach at senior secondary, but those who did not perform well could join teacher training colleges to train as either

primary or junior secondary school teachers. The recruitment was done by the central government except for volunteer teachers for whom it was done at school. However, the minimum requirement to join teaching was very low. About 69% of student teachers had a grade E in English, while 40% had grade E in Mathematics (GNAT, 2016). Selesian (2017) argued that teacher identification in some Sub-Saharan countries was perceived as an avenue for those people who did not gain access to tertiary- level education, yet aspired for white collar jobs. Mosha (2016), in Tanzania, reported that only 10% of males and 15% of females said teaching was their first career choice while 37% had been unable to follow their career choice because their grades were too low. They admitted to have gone into teaching because no other profession could admit them. The selection of teachers in sub-Saharan countries was majorly done by the government, either through the Ministry of Education, Teachers' Commission or even at school level. In some countries like Lesotho and Swaziland, teachers applied directly to schools, after which a formal contract entered into was submitted to the Education Ministry (Feiter *et al*, 2005). The method had the advantage of ease of administration and automatic response to teacher shortages (Hewitt, 2017). The citations above focused on the recruitment of teachers by respective governments. This study dealt with a different group of teachers from those by Chisato (2014) and Mosha (2016). They highlighted the selection of professionally qualified teachers to be employed by the government while this study focused on immediate secondary school leavers selected to teach in their former schools as they waited to join college.

Ocharo (2015), in Nyamira Kenya, established that the selection and hiring of teachers had clearly laid down rules in the country guided by T.S.C. This process begins at the stage of selection to teacher training college or University. To train as a diploma or graduate secondary school teacher, one needs at least a C+ in K.C.S.E (T.S.C, 2011). However, evidence on the ground shows that the brightest students in Kenya shun teaching. According to degree choices among high school learners, the best students do not even consider teaching as a career. Yet, most parents want their children taught by the best teachers (Thuranira, 2010). This has greatly affected the individuals joining the teaching profession. It is looked at as the last resort or a waiting point for greener pastures. Education International (2017) argued that the aim of selection was to identify the most suitable applicant to occupy the position advertised in an organization. Recruitment required that job profiles be matched with candidates' profiles. Recruiters must know the nature of the job and must be confident that its requirements will be appropriate to the potential employee (Adhiambo, 2016). For learning to take place in a school, there must be qualified teachers who have been selected and recruited through a competitive process. Hence, the availability of good teachers is highly depended on those who manage the selection and recruitment process.

Before independence, teachers were employed by diverse Missionary agencies. These Missionaries selected and recruited teachers and trained them to help in spreading the Gospel to the natives. The basic requirement was to be a member of that religious organization. Teachers of one sect were not allowed to know what those of the other sect were doing. Loyalty was purely to the religious group (Okumbe, 2001). After



independence, the Teachers Service Commission was established by an Act of Parliament Cap 212 of 1967, and revised in 1968 (T.S.C, 2016). T.S.C and KNUT signed a collective bargaining agreement in 1968 which detailed negotiations to be followed in the selection and recruitment of teachers. This led to the establishment of the Teacher's Service Tribunal (TST) and the Teachers Remuneration Commission (TRC) which resulted into uniformity in teacher recruitment and remuneration. As the number of teachers increased, T.S.C changed the recruitment procedure. T.S.C (2002) indicated that the selection and recruitment of teachers shall be demand driven, a function to be performed as indicated below:

*A sub-committee for academic affairs to be constituted to facilitate the selection and recruitment exercise of teachers. Members of the sub-committee shall include, Chairperson of the board of management as the chair of the sub-committee, Head teacher of the institution as the secretary of the committee, two other members of the board of management as members of the sub-committee, deputy head teacher as a member and subject teacher (preferably head of the subject) member. (TSC, 2002).*

T.S.C shall advertise vacancies, stating the job description and personal specifications, issue guidelines and materials for selection and recruitment, receive and record the merit lists and accompanying documents from the B.O.M. It shall also verify academic and professional certificates and other documents, process and issue a letter of employment to the successful candidate, which constitutes an agreement between the teacher and the Commission (Mbiti, 2007). A research by Moraa (2017) indicated that 61.9% of

B.O.M/P.A members lacked the requisite knowledge. Therefore, they were mere spectators in the recruitment exercise without being actually involved in the selection process. Kinyanjui (2014), in his research proposed that the Ministry of Education should ensure that B.O.M members had certain minimum qualification to enable them comprehend the process of interviewing. However, this study looked at the selection and recruitment of peer teachers by respective schools, and not by T.S.C, with an aim of establishing whether the peer teacher recruitment process met the minimum legal standards.

#### **2.4 Perceptions of Education Stakeholders towards Peer Teachers in Secondary Schools.**

Education is a sector which brings together several stakeholders, sourced from diverse backgrounds and carry with them varied experiences. Orr *et al* (2013), in a study on untrained teachers in Australia, found out that peer teachers had positive outcomes in curriculum areas like health, physical education, English and History. Students handled by untrained peer teachers in these disciplines showed an improvement. The parents, teachers and students interviewed were in agreement. This position had been questioned and refuted by D.O.E.A (2017) who indicated that the assertion was only practically possible if the peer teachers were taken through some brief session to understand the expectations of the institution and the teaching profession competencies. However, there were cases reported of poor performance particularly in Mathematics and the Sciences (Q.I.L.T, 2017). Regardless of these shortcomings, the education stakeholders supported the arrangement. Education International (2015), in their study, found out that untrained

teachers received different levels of ratings from trained teachers, parents and students. They were asked whether they supported untrained peer teachers in Australian secondary schools and responded as follows: Parents 67%, Students 69% and teachers 54% were in support. The education stakeholders interviewed supported untrained peer teachers by a percentage above 50% and believed that it had a positive impact on students' performance. Our study endeavored to go beyond what was done by Education International (2015) and Orr *et al* (2013), through enhancing the sample size. They collected data from parents, students and teachers, while this study added the B.O.M members, peer teachers and education officers.

Symeonidis (2015) investigated the status of teachers and the teaching profession in Africa. He collected data from Teachers' Unions in Ghana, Malawi, Morocco and Kenya. He found out that 15.8% of the community members had a very low opinion towards untrained teachers across the countries. They were looked at as failures who could not be able to access any meaningful employment (Hargreaves and Flutter, 2014). This was very common in urban areas. But, in rural Togo, Mali and Guinea, 48.2% of the population highly valued untrained teachers (Caravatti, 2014). They were perceived to be readily available and more committed to duty than their trained counterparts. According to Burns and Darling-Hammond (2015), untrained teachers could only deliver under proper guidance and regular monitoring from the experienced teachers. This study was informed by Symeonidis (2015), in terms of the perceptions that people held towards untrained teachers. However, data collection methods were enhanced. Symeonidis (2015) used questionnaires, while this study used questionnaires, interviews and document analysis.

Makori and Onderi (2013) studied the views of school principals on the use of untrained teachers in Nyamira Sub-County. They found out that many education stakeholders were against the use of untrained teachers in secondary schools. The principals claimed that such teachers had neither the professional training nor classroom experience. There was poor syllabus coverage in classes handled by the untrained teachers which could in turn contribute to poor performance in exams, poor classroom management and, generally, they exhibited lack of professional etiquette. According to Wanjala (2012), untrained teachers should not be allowed to teach in secondary schools because their appreciation of what the teaching profession demand was limited.

Purdul and Mose (2017), quoting from Okumbe 2007, argued that schools in developing countries had been recruiting people into the teaching profession due to their inability to gain entry into other professions. This had greatly affected the morale of untrained peer teachers who sometimes put in very little or just focused on the immediate benefits since they were just passing time as they waited to join University and do other courses. Therefore, they had no passion for what they were doing. However, EFA Global Monitoring Report and UNESCO Education Sector (2015) indicated that untrained teachers tended to be more effective where parental or community involvement was strong. In Kenya, for example, positive effects from hiring untrained teachers were observed only in communities where parents were trained to monitor teacher absenteeism and time on task, and relatives of local civil service officers were prevented from being hired as untrained teachers (Duflo *et al*, 2012). This study widened the respondents' base

by obtaining views from all education stakeholders (parents, teachers, students, B.O.M members, H.O.Ds and education officers) as opposed to Makori and Onderi (2013) who only focused on parents and principals.

### **2.5 Guidelines for Peer Teacher Utilization in Secondary Schools.**

The concept of peer teacher utilization in secondary schools is an issue that is widespread. Although not professionally recognized and approved in the teaching profession, it is used by many schools with the hope of improving the school results. Bandura (1977), in his Social Learning Theory, states that behavior is learned from the environment through the process of observational learning. He posits that learning is a cognitive process which takes place in a social context and can occur purely through observation or direct instruction, even in the absence of reproduction or direct reinforcement. This theory emphasizes that people learn through observing others' behaviour, attitudes and outcomes. Therefore, schools engaged their best former students as peer teachers with the hope that their interaction with the others, through teaching could assist them to improve academically.

According to the Teacher Education Programme in Cuba (2016), the entry into teaching begins with an analysis of one's test scores and interpersonal qualities. The training programme lasts for five years, with students beginning their studies in their pre-university year of school. During the first two years of the programme, emphasis is placed on general studies, emphasizing political and cultural topics. During the third year of instruction, educational psychology is introduced, while in the fourth and fifth year of

study, teaching practice is emphasized under the guidance of experienced teachers. While in-service teachers are taken through a variety of teachers' professional development programmes, most of which are school-based. This is done through methodological work sessions and further education (Ravsberg, 2012). Approximately, 13,000 teachers are needed in Cuban classrooms, yet no young men or women are willing to study education.

The government has been forced to seek a solution through employing untrained secondary school leavers who are willing to assist in teaching (MOEC, 2016). They are famously referred to as 'instant teachers'. Though they do not have any professional knowledge, they are being used as short term solutions to the teaching crisis in Cuba. But, the government does not have clear policies on how to co-opt these instant teachers into the teaching profession. So they teach for some time and then leave to pursue other careers. This study looked at a similar scenario, although slightly different because, in Cuba, instant teachers were employed by the government while peer teachers in Kenya are employed by the schools' Boards of Management. Cuba's guidelines for teacher professional development begin at the training stage but leave out anything before that. That is why instant teachers cannot automatically join teaching. This study sought to address this problem noted in Cuba for the Kenyan context by attempting to develop teacher professional development guidelines for peer teachers in Kenya which reflects quality teaching practices.

Guidelines on teacher recruitment in Africa are captured in the Global Campaign for Education Report (2012). It singles out Togo and Niger to be having a very serious

problem of teacher shortage in secondary schools. In Togo, the issue is attributed to the teacher training programme which was almost wiped out during the “structural adjustment” imposed by the World Bank and IMF. From 1983 to 2010, teachers were recruited without any pre-service training, and often, with very limited academic backgrounds. By 2007, Togo reported that less than 25% of its secondary school teachers were trained (MOET, 2007). In an effort to curb the problem of untrained teachers, the government introduced a programme which allowed in-service training to help the untrained teachers acquire the necessary professional skills required of a teacher. This programme lasts a couple of weeks or a month then one is accredited as a fully qualified teacher (IEB-UNESCO, 2011).

In Niger, the problem is arguably worse. The country had 67% of teachers in secondary schools who were untrained (UNESCO, 2013). To fix this problem Niger’s teacher training model adopted accelerated training for the untrained teachers before being graded as trained teachers (GCE Report 2012). The current study focused on a different group of untrained teachers who were immediate Form Four leavers, with no intention of becoming teachers unlike the GCE Report (2012) which assumed that untrained teachers in Niger and Togo were interested in becoming teachers. However, this study was informed by the guidelines used in Niger and Togo in order to cut down on the number of untrained teachers, either through accelerated or in-service training for components of guidelines for peer teacher utilization in Kenya.

Teacher development system in Kenya heavily relies on pre-service training for its secondary school teachers (Miriti, 2016). This allows people who scored a C+ and above to apply and join either a Diploma teachers' training college or a University to train as secondary school teachers (M.O.E, 2017). On completion of training, the person is deemed a qualified teacher and can be considered for employment (T.S.C, 2015). For so many years, the number of untrained teachers in Kenya has remained at 30%. The introduction of the 8.4.4 system of education saw an additional recruitment of 13,500 untrained teachers with the intention that they would undergo in-service training through distance learning (Kinyanjui, 2007). The distance learning system comprised 75% of the course content. In addition, there was face to face tuition for a total of seven weeks in a year spread over the school holidays at teachers colleges (MOEK, 2002). Every learner was assessed on a continuous basis through written assignments, practical teaching and annual examinations. However, the in-service training for untrained teachers in Kenya was riddled with challenges ranging from limited content coverage to little time for face to face interactions. These adversely affected the products of the system because they were viewed to be half baked. Gichuru (2014) argued that the performance of a trained teacher was higher than that of an untrained teacher. Based on the research above, there seemed to be no clear guidelines on how to enable the untrained peer teachers to eventually join the teaching profession in Kenya. Thus this study sought to develop guidelines in Kenya for peer teacher utilization which were to enable adherence to standards of teacher competence.



## 2.6 Synthesis of Gaps in the Literature

In this Chapter, a review of literature on peer teacher utilization has been carried out. Researches done on this issue have been looked at and gaps to be filled by the current study identified. Sutchter (2015), in the study in U.S.A appreciated untrained teachers employed legally by the government and who performed all functions of a teacher. Our study was to fill some gaps in Sutchter (2015) by looking at peer teachers employed informally by schools and the roles they played at each individual school level in relation to teachers' competence standards in the Western region of Kenya. Secondly, Milkeen (2012) carried out an international research on teachers in Anglophone Africa. He focused on Lesotho, Zanzibar, Botswana and Malawi. He established that they had both unqualified and under qualified teachers in varied percentages.

Our study used an intra-national perspective, unlike Milkeen (2012) who used an international approach. Thirdly, Aina (2016) researched on untrained teachers in Nigeria. He used questionnaires and document analysis to collect data and analyzed it qualitatively. But, this study enhanced data collection methods by adding interviews to ensure all details left out by the other two instruments were collected and analyzed using a mixed method. Fourthly, Education International (2015) and Orr *et al* (2013) relied on parents, teachers and students as their only sources of data. But this study widened the scope of respondents by including peer teachers, B.O.M members, Principals, and education officers. Fifthly, Sorto (2014) used random sampling to select schools in his study on teachers in Botswana and South Africa. This study enhanced the sampling methods by utilizing stratified sampling to arrange the schools according to their levels,

then purposive sampling to select the schools from each stratum for effective representation. Lastly, Makori and Onderi (2013) studied the views of school principals on the use of untrained teachers in Nyamira sub-County. Data was only collected from Principals. This study enhanced the respondents by collecting data from principals, teachers, students, B.O.M members, parents and education officers.

### **Conclusion**

In summary, Chapter Two has dwelt on trends and issues in the utilization of peer teachers, selection criteria, perceptions of different stakeholders towards the utilization of peer teachers and worldwide models on their utilization and professional development. The Chapter has also tried to identify and put into perspective the various gaps that this study intended to fill. The next Chapter will focus on the research methods that were used, the locale, target population and, lastly, data analysis and logistical considerations.

## **CHAPTER THREE**

### **RESEARCH METHODS**

#### **3.0 Introduction**

This Chapter highlights the methodological orientation that was used during the field inquiry. It provides details on the research design, location of the study, target population, sampling techniques and sample size, research instruments, pre-testing/piloting study, validity, reliability, data collection, data analysis and logistical and ethical considerations.

#### **3.1 Research Design**

This study used a descriptive research design. This is a scientific method which involves observing and describing the behaviour of a subject in its natural environment without influencing it in any way (Shuttleworth 2020). The researcher used this method to collect and analyze data on peer teacher utilization and adherence to standards of teacher competence. The data was used to describe the existing conditions in peer teacher utilization. This has been elaborated by Cohen (2000) who indicated that this method enables a researcher to gather data at a particular point in time and use it to describe the nature of existing conditions. This design is appropriate since the data collected will be used to describe the existing practice of peer teacher utilization. The method of data collection involved an intra-national case study which focused on peer teacher utilization in the Western region of Kenya. The case study method was appropriate since contexts were unique and dynamic. Case studies investigate and report the complex dynamics and unfolding interactions of events, human relationships and other factors in a unique instance (Kerlinger, 1996).

This study was further informed by the Scientific Method Approach of Comparative Education. The Scientific Method Approach was developed by Harold Noah and Marc Eckstein and published in their book entitled; *A Scientific Method of Study in Comparative Education* (1969). This method as used in Comparative Education recommends seven main steps which were employed in this study, namely: a) problem identification and review of literature, b) definitions of central concepts, c) terms and indicators, d) selection/sampling of units of study or cases to be studied, e) data collection, data analysis and manipulation, f) interpretation of data findings and results, and g) drawing of conclusions and recommendations. This method was used to collect and analyze data on peer teachers from different schools, using a mixed method approach where both qualitative and quantitative data was used in varying percentages to present the findings. This data was then used to make general conclusions and possible accurate predictions on peer teacher utilization as argued by Noah and Eckstein (1969).

### **3.1.1 Variables**

There were two variables of interest in this study. Secondary school peer teacher utilization was the independent variable while adherence to standards of teacher competence was the dependent variable. The researcher endeavored to establish how peer teacher utilization impacted on adherence to standards of teacher competence by focusing on how the intervening variables like the school tradition, mastery of content, attitude and role modelling influenced the independent variable.

### **3.2 Location of the Study**

The study was carried out in secondary schools in the Western region of Kenya. Western region is divided into four Counties, namely: Busia, Kakamega, Bungoma, and Vihiga. The region borders Uganda to the West, Nandi County to the East, Siaya and Kisumu Counties to the South and Trans Nzoia County to the North (See Appendix 14, page 198). Western region has a total of 1,273 secondary schools which were divided into: National, Extra-County, County and Sub-County. This area was chosen due to the high prevalence of peer teachers in secondary schools. In total, there were 35,524 teachers employed by Schools Boards of Management out of which 6,247 were peer teachers. Western region alone catered for 1,342 (21.48%), Nyanza region had 1,116 (17.86%) while Rift Valley region had 1,197 (19.16%) (Basic Education Statistics, 2013). Therefore, Western region had the highest number of peer teachers as compared to the other 7 regions. Western region also had a very big population of approximately 6.5 million people and a literacy level of 54.2% in Vihiga, 57 % in Kakamega, 60.1 in Busia and 63.7 in Bungoma, giving an average of 58.75% for the whole region. Poverty level was at 62% and majority of the residents were small scale farmers. There was no major source of income for the residents except some small scale tea farming in Vihiga, sugar cane farming in Bungoma, Busia and Kakamega and maize farming. This had made the region prioritize education as the only source of hope for its populace which made them do everything possible including hiring peer teachers, to ensure their children accessed education.

### 3.3 Target Population

At the time of starting the field inquiry, there were 1,273 approved and registered secondary schools in Western region of Kenya (M.O.E, 2017). Of which 1,221 were government sponsored while 52 were private schools. They had a total population of 575,681 students and 19,095 teachers. The distribution of these schools is as shown in Table 3.1:

**Table 3.1 Distribution of Secondary Schools in Western region**

County	Total number of schools	Public schools	Private schools
Vihiga	198	191	07
Bungoma	394	382	12
Busia	246	238	8
Kakamega	435	410	25
<b>TOTAL</b>	<b>1,273</b>	<b>1221</b>	<b>52</b>

### 3.4 Sampling Techniques and Sample Size

Ideally, this research should have involved all the secondary school students, regular teachers, peer teachers, H.O.D's, Principals, Parents, B.O.M members and C.D.T.S.C's in Western region. However, the respondent population was too large and wide spread throughout the region. Also, not all the schools utilized peer teachers in their teaching. Application of research instruments on all of them was likely to pose administrative and financial challenges. Consequently, due to factors of expense, time and accessibility, the researcher targeted a sample from the respondent population. He specified a small but representative size as his sample for the study.

### 3.4.1 Sampling Techniques

The researcher used both stratified random sampling and purposive sampling in selecting the schools. First, since the schools in Western region existed in different categories, they were put in stratus based on County (Bungoma, Busia, Kakamega and Vihiga) and level (National, Extra-County, County, Sub-County and Day schools) as shown in Table 3.2. Then purposive sampling was used to identify 8 schools for this study. As argued by Nkapa 1997, purposive sampling is necessitated when the research is interested in a certain specified characteristic. Given that not all schools utilized peer teachers, those that had been utilizing them for over three years were prioritized. The researcher purposively picked the 8 schools to ensure that each stratum was represented in the selected sample.

### 3.2 Stratification of Secondary Schools in Western Region

COUNTY	LEVEL OF SCHOOLS				
	National	Extra-County	County	Sub-County	Day schools
Vihiga	2	24	32	81	51
Bungoma	2	56	78	127	101
Busia	2	21	44	76	69
Kakamega	2	82	118	132	121
<b>TOTAL</b>	<b>08</b>	<b>183</b>	<b>272</b>	<b>416</b>	<b>342</b>

**Source:** Regional coordinator of education's office-Kakamega

### 3.4.2 Sample Size

This study aimed at getting a holistic and in depth view of the area of peer teacher utilization in secondary schools. Therefore, the 8 secondary schools were purposively sampled from the stratification as shown in Table 3.3:

### 3.3 Sampled Secondary Schools.

S/NO.	SCHOOL	COUNTY	LEVEL
1.	National School 1	Vihiga	National
2.	Sub County School 1	Bungoma	Sub- County (Day)
3.	County School 1	Busia	County (Day/Boarding)
4.	National School 2	Busia	National
5.	Extra County School 1	Kakamega	Extra-County
6.	Sub County School 2	Kakamega	Sub-County (Day)
7.	Extra County School 2	Vihiga	Extra-County
8.	County School 2	Bungoma	County (Day/Boarding)

The informants were sampled from the 8 purposively sampled secondary schools in Table 3.3 above. The secondary schools sampled above had a total population of 8,641 resource persons (Regular teachers, Peer teachers, Students, H.O.Ds, Principals, Parents, B.O.M members and the CDEs) as shown in Table 3.4:



**Table 3.4 Population of Resource Persons in the Sampled Schools**

<b>SCHOOL</b>	<b>STUDENTS</b>	<b>Percentage</b>	<b>TEACHERS</b>	<b>Percentage</b>	<b>PEER TEACHERS</b>	<b>Percentage</b>	<b>H.O.Ds</b>	<b>Percentage</b>	<b>PRINCIPALS</b>	<b>Percentage</b>	<b>B.O.M</b>	<b>Percentage</b>	<b>P.A</b>	<b>Percentage</b>	<b>C.D.E</b>	<b>Percentage</b>
NS 1	1671	21.13	67	18.98	6	17.14	8	12.50	01	12.50	15	12.50	28	19.04	01	25.0
SCS 1	279	3.52	19	5.38	4	11.43	8	12.50	01	12.50	15	12.50	08	5.44	01	25.0
CS 1	1080	13.65	38	10.76	5	14.29	8	12.50	01	12.50	15	12.50	19	12.93	01	25.0
NS 2	1120	14.16	57	16.14	4	11.43	8	12.50	01	12.50	15	12.50	20	13.61		
ECS 1	1430	18.08	67	18.98	5	14.29	8	12.50	01	12.50	15	12.50	22	14.97		
SCS 2	340	4.30	19	5.38	3	8.57	8	12.50	01	12.50	15	12.50	10	6.80		
ECS 2	1302	16.46	57	16.14	3	8.57	8	12.50	01	12.50	15	12.50	22	14.97	01	25.0
CS 2	688	8.69	29	8.21	5	14.29	8	12.50	01	12.50	15	12.50	18	12.24		
<b>TOTAL</b>	<b>7910</b>	<b>91.54</b>	<b>353</b>	<b>4.08</b>	<b>35</b>	<b>0.41</b>	<b>64</b>	<b>0.74</b>	<b>08</b>	<b>0.09</b>	<b>120</b>	<b>0.14</b>	<b>147</b>	<b>1.70</b>	<b>04</b>	<b>0.05</b>

**Source:** Regional Coordinator of Education's office-Western **September 2019**

Out of a total respondent population of 8,641, this study sampled 914 resource persons (10.57%) as target informants. According to Mugenda and Mugenda (1999), one may use a sample size of at least 10% but, for better and more representative results, a higher percentage is better. For purposes of representation, 10% (791 students) of the total population (7910 students) was sampled, 10.4% (37 teachers) of the total population (353 teachers) was sampled, 100% (35) peer teachers was sampled, 12.5% (8) H.O.Ds of the total population (64 H.O.Ds) was sampled, 10.2% (15) parents of the total population (147 parents) was sampled, 13% (16) B.O.M members of the total population (120 B.O.M members) was sampled, 8 Principals and 4 County Directors of Education were sampled. This was in line with the case study procedures which required inclusion of all respondents who could provide the necessary information for this study. Due to the fact that the 8 schools purposively sampled had varied student, regular teacher, H.O.Ds, parent and peer teacher populations, stratified random sampling was used to determine the respective number of these various categories per school. Eight categories from this population were purposively selected as shown in Table 3.5:

**Table 3.5 Categories of Sampled Informants**

<b>SCHOOL</b>	<b>STUDENTS</b>	<b>Percentage</b>	<b>TEACHERS</b>	<b>Percentage</b>	<b>PEER TEACHER</b>	<b>Percentage</b>	<b>H.O.Ds</b>	<b>Percentage</b>	<b>PRINCIPALS</b>	<b>Percentage</b>	<b>C.D.Es</b>	<b>Percentage</b>	<b>P.A</b>	<b>Per</b>	<b>B.O.M</b>	<b>Percentage</b>
NS 1	167	21.11	07	18.92	06	17.14	01	12.50	01	12.50	01	25.00	03	20.00	02	12.50
SCS 1	28	3.53	02	5.40	04	11.42	01	12.50	01	12.50			01	6.67	02	12.50
CS 1	108	13.65	04	10.81	05	14.28	01	12.50	01	12.50	01	25.00	02	13.33	02	12.50
NS 2	112	14.16	06	16.22	04	11.42	01	12.50	01	12.50			02	13.33	02	12.50
ECS 1	143	18.08	07	18.92	05	14.28	01	12.50	01	12.50	01	25.00	02	13.33	02	12.50
SCS 2	34	4.30	02	5.40	03	8.57	01	12.50	01	12.50			01	6.67	02	12.50
ECS 2	130	16.43	06	16.22	03	8.57	01	12.50	01	12.50	01	25.00	02	13.33	02	12.50
CS 2	69	8.72	03	8.11	05	14.28	01	12.50	01	12.50			02	13.33	02	12.50
<b>TOTAL</b>	<b>791</b>	<b>86.54</b>	<b>37</b>	<b>4.05</b>	<b>35</b>	<b>3.82</b>	<b>08</b>	<b>0.88</b>	<b>08</b>	<b>0.88</b>	<b>04</b>	<b>0.44</b>	<b>15</b>	<b>1.64</b>	<b>16</b>	<b>1.75</b>

The sampled schools were located in different Counties: SCS 1 and CS 1 in Bungoma County, CS 1 and NS 2 in Busia County, ECS 1 and SCS 1 in Kakamega County while ECS 2 and NS 1 were in Vihiga County. Therefore, each of the selected Counties had two schools sampled.

#### **3.4.2.1 Heads of Institutions/Principals**

These were the heads of the selected schools. All the 8 heads of institutions were purposively sampled due to the fact that each school had one head. They were very useful participants in this study because they were education managers and, as such, they had the responsibility of ensuring that quality teaching took place in their schools.

#### **3.4.2.2 Heads of Departments (H.O.Ds)**

These were the teachers in charge of the various departments in a school. Only one Head of Department per school was randomly selected. Random sampling is a technique in which every member has an equal chance of being selected (Bartlet *et al*, 2001). The names of all the H.O.D's in each school were written on pieces of paper, put in a bowl, thoroughly mixed and the number needed selected randomly. Heads of departments were very key respondents in this study because they were the technical officers on the ground, charged with supervision and coordination of the day to day implementation of the curriculum in secondary schools.

### **3.4.2.3 Regular Teachers**

These were the professionally qualified teachers who taught in the 8 selected schools. Random sampling was used to select the number of teachers required per school according to Table 3.2. The list of teachers from each school was used to randomly pick the respondents using random tables. Regular teachers were very useful because they were the actual curriculum implementers and also worked hand in hand with the peer teachers.

### **3.4.2.4 Peer Teachers**

These were Form Four leavers who passed highly in K.C.S.E and had been retained by their former secondary schools to assist in teaching as they waited to join colleges. Purposive sampling was used to select them. This was because they were the key target in this study, yet they were not many in the target schools and the researcher needed to collect relevant information from them.

### **3.4.2.5 Students**

A total of seven hundred and ninety one (791) students were selected. Students from Forms one to Four were considered since peer teachers taught all the classes in a given school. Stratified sampling was used to determine the number of students per class in each school according to Table 3.5. The total number of students per school was divided by four to get the number per Form (Forms 1, 2, 3 and 4). Random sampling by use of the nth rule was used to identify students per class. Students in each class were arranged on a list based on the class register and assigned numbers, ranging from one up to the total

number of students in a class. The  $n$ th number was reached by dividing the students' populations in a Form by the targeted number which was the sample number of students needed in each Form. Based on the list, every  $n$ th number was selected for inclusion in the sample. The students were very crucial in this study because they were the recipients of the services by peer teachers.

#### **3.4.2.6 Education Officers**

The 8 sampled schools are located in four Counties, namely: Kakamega, Vihiga, Bungoma and Busia. All the four County Directors of T.S.C were purposively sampled to provide an insight into T.S.C's policy on peer teacher utilization in secondary schools. These were the custodians of the government policy on teachers and were charged with the responsibility of ensuring that it was fully adhered to.

#### **3.4.2.7 Parents/Guardians**

These were the people whose children were in the 8 sampled schools. 15 parents were randomly sampled from the executive members of the Parents Association in each of the eight schools. The specific number of parents per school was as per Table 3.5. The names of all executive P.A members were written on small pieces of paper, put in a bowl and mixed thoroughly then the number required per school picked randomly. Parents were very crucial in this study because they had very important information on peer teacher utilization, bearing in mind that they were the financiers of this programme and, as well, the beneficiaries.

#### **3.4.2.8 Board of Management (B.O.M)**

These were the managers of secondary schools appointed by the Ministry of Education. Each school, regardless of the size, was expected to have 15 B.O.M members. Two B.O.M members per school were sampled randomly, making a total of 16. The names of B.O.M members per school was written on pieces of paper, put in a bowl, mixed thoroughly then two picked randomly. These members provided a lot of information required in this study because they were the managers who sanctioned the hiring of peer teachers and even approved and looked for money to pay them.

### **3.5 Research Instruments**

After considering the literacy levels of the sampled respondents and their availability, the researcher used questionnaires for peer teachers, regular teachers, students and H.O.Ds, interview schedules for Principals, parents, B.O.M members, regular teachers, peer teachers, H.O.Ds, students and C.D.T.S.Cs and document analysis to ascertain students' K.C.S.E performance.

#### **3.5.1 Questionnaires**

Questionnaires were used to collect data from peer teachers, regular teachers, students and heads of departments. (See Appendices 1, page 178, 2, page 181, 3, page 184 and 4, page 187). The questionnaire technique was preferred because it collected a lot of information within a short period of time (Kombo and Tromp, 2006). It also had the advantage of reaching a big number of people at minimal cost. The questionnaires were divided according to the objectives of the study and had both open and closed-ended

questions. Open-ended questions gathered in-depth information and were used so as to enable the researcher to collect data from a large number of respondents at a particular time (Ngumbo, 2006), while close-ended questions gave structured responses, which facilitated the ease of tabulation and analysis (Ader *et al*, 2008). There were four questionnaires based on the categories of respondents. Appendix 1, question 5, page 179, Appendix 2, section A question 5-6, page 181, Appendix 3 question 7-9, page 184 and Appendix 4 question 6, page 187, sought information on the trends in peer teacher utilization. Appendix 1 section C, page 179, Appendix 2, Section B, page 182, Appendix 3 Section B, page 185 and Appendix 4 Section B, page 187, collected data on the criteria used to select peer teachers. The perception of education stakeholders towards peer teacher utilization was collected by Appendices 1 question 1, 2, 3 in section C, page 179, Appendix 2 Section C, page 183, Appendix 3 Section D, page 186 and Appendix 4 Section C, page 188. Lastly, the views on the guidelines to be used in the utilization of peer teachers were sought by Appendix Section D, page 180, Appendix 2 Section D, page 183, Appendix 3 Section D, page 186 and Appendix Section D, page 188.

### **3.5.2 Interview Schedules**

The interview schedules were used to collect data from the Principals, Parents, B.O.M members Regular teachers, Peer teachers, H.O.Ds, Students and Education Officers. (See Appendices 5, page 189, 6, page 190, 7, page 191, 8, page 192, 9, page 193, 10, page 194, 11, page 195 and 12, page 196). Kerlinger (1973) observed that more people were willing to communicate orally than in writing because this provided data more readily in an interview. The Interview schedules gave information to verify what was obtained



through questionnaires and document analysis and also, provided additional information which may not have been captured by these, since it was more flexible (Mugenda and Mugenda, 2003). The use of interview schedules in this study was preferred because Principals, Parents, B.O.M members, peer teachers, regular teachers, H.O.Ds, students and Education Officers had vital information which they could share with the interviewer orally on peer teacher utilization. The interview schedules in Appendix 5 question 5-6, page 189, Appendix 6 question 4, page 190, Appendix 7 question 6-7, page 191, Appendix 8 question 3, page 192, Appendix 9 question 3, page 193, Appendix 10 question 3, page 194 Appendix 11 question 3, 195 and Appendix 12 question 7, page 196 sought information on trends in peer teachers' utilization. The criterion used to select peer teachers was sought by Appendix 5 question 4, page 189, Appendix 6 question 8, page 190, Appendix 7 question 5, page 191, Appendix 8 question 4, page 192, Appendix 9 question 4, page 193, Appendix 10 question 4, page 194, Appendix 11 question 4, page 195 and Appendix 12 question 6, page 196. While the perception of education stakeholders towards peer teacher utilization was sought by Appendix 5 question 8, page 189, Appendix 6 question 7, page 190, Appendix 7 question 9, page 191, Appendix 8 question 6, page 192, Appendix 9 question 6, page 193, Appendix 10 question 6, page 194, Appendix 11 question 6, page 195 and Appendix 12 question 7, page 196. Lastly, Appendix 5 question 10, page 189, Appendix 6 question 9, page 190, Appendix 7 question 11, page 191, Appendix 8 question 7, page 192, Appendix 9 question 7, page 193, Appendix 10 question 7, page 194, Appendix 11 question 7, page 195 and Appendix 12 question 9, page 196 collected views on the guidelines to be used for peer teacher utilization.

### **3.5.3 Document Analysis**

The researcher analyzed past records of students' performance in KCSE over a period of 8 years (2010-2017) in relation to the teachers who taught (Peer/Regular teachers). This covered a period of time when the peer teachers were being used. (See Appendix 13, page 197). These records were obtained from the selected schools. This enabled the researcher to establish whether students handled by peer teachers recorded an improvement or a drop in national exams.

### **3.6 Pre-Testing/Pilot Study**

The pilot study was carried out to pretest the research instruments among 40 students, 2 Principals, 2 H.O.Ds, 4 peer teachers, 4 regular teachers, 2 parents, 2 B.O.M members and 1 education officer, in two schools in Kakamega County. The 2 schools were selected due to the prevalence of peer teachers and the value attached to education in the County. In the whole of Western region, there were 1,342 peer teachers employed by Schools Boards of Management out of which 576 were in Kakamega, 223 in Vihiga, 211 in Busia and 332 in Bungoma (Regional directors data-Western 2018). The schools were excluded from the final sample. Piloting helped the researcher to measure the validity and reliability of the research instruments.

#### **3.6.1 Reliability**

The reliability coefficient of the instruments that were used was determined by Cronbach Coefficient Alpha which determined how items in the research instruments correlated among themselves. Cronbach coefficient Alpha refers to a general form of the Kuder

Richardson (K-R) 20 formula. The use of K-R 20 formula in assessing internal consistency of instruments is based on the split half reliability of data from all possible halves of the instruments. In application of K-R 20 formula, a high coefficient (above 0.70) implies that items correlate highly among themselves. In fact, there is consistency among the items in measuring the concept of interest. The advantage of this method was that K-R 20 formula reduces the time required to compute a reliability coefficient in other methods and its application results in a more conservative estimate of reliability. Those items that did not meet the required reliability coefficient (above 0.70) were discarded or altered in wording to provide the needed information. The formula below was used to calculate the reliability of the instruments:

$$KR-20 = [n/n-1] * [1-(\sum p*q)/Var]$$

Where:

- n = sample size for the test,
- Var = variance for the test,
- p = proportion of people passing the item,
- q = proportion of people failing the item.
- $\Sigma$  = sum up (add up). In other words, multiply each question's p by q, and then add them all. If one has 10 items, one will multiply p\*q ten times, then one will add those ten items to get a total.

The calculated KR-20 was found to be 0.7674. Since it was above 0.7 this was an indication that the items highly correlated with each other and, therefore, could measure the concept of interest.

### **3.6.2 Validity**

To ensure validity of the questionnaires and interview items, the researcher used triangulation (more than one method of data collection) to ascertain the correctness of the information got from one instrument. This was done to 40 students, 2 Principals, 2 H.O.Ds, 4 peer teachers, 4 regular teachers, 2 parents, 2 B.O.M members and 1 education officer in 2 schools in Vihiga County. Any areas that had problems were corrected after triangulation. The researcher endeavoured to check whether the questions were relevant to what they were supposed to measure such as the clarity of the wording and whether the respondents interpreted all questions in a similar way (Orodho, 2005). The researcher also tried to identify/reveal areas causing confusion and ambiguity. These areas led to the rephrasing of questions to make them more understandable by the respondents and to gather uniform responses across various respondents (Orodho, 2005). Lastly, experts in the area of teaching professionalism were requested to assess the relevance of the content used in the developed instruments. They examined the instruments individually and provided feedback to the researcher. Their recommendations were incorporated in the final instruments that were used in the study. For example, Questionnaire for regular teachers question 2 Section c; what makes your school prefer employing peer teachers to qualified teachers? For clarity 'to' was replaced with instead of. While, the interview schedule for Principals, Question 9; Do you feel that these peer teachers have qualification to serve as teachers? (Probe why they think so) was changed to; In relation to the TSC Act 2015, do you feel that these peer teachers have qualification to serve as teachers? (Probe why they think so).

### **3.7 Data Collection Procedures**

The researcher sought permission to collect data from Kenyatta University Graduate School and the National Council of Science and Technology (NACOSTI). The researcher also sought permission from the County Education Officers (C.D.Es) in Vihiga, Bungoma, Kakamega and Busia Counties and the Heads of the eight selected schools. He then visited the selected schools to make arrangements on the exact dates for data collection. The data was collected using questionnaires, which were administered to students, peer teachers, regular teachers and heads of departments in each selected school. Interviews were conducted with the regular teachers, peer teachers, H.O.Ds, students, Principals, parents, B.O.M members of the eight sampled schools and the County Directors of T.S.C (C.D.T.S.C) in Vihiga, Kakamega, Bungoma and Busia Counties, while document analysis was conducted on the K.C.S.E results beginning from 2010 to 2017 in the eight selected schools. Each respondent was allocated adequate time to obtain appropriate answers to the questions.

### **3.8 Data Analysis**

This research utilized a mixed method with a bias to qualitative data analysis approaches. Quantitative data was analyzed using both descriptive statistics, that is means/percentages and inferential statistics namely T-test. But, qualitative data was handled through thematic analysis: coding, categorization and description of the emerging themes. In Objective One, quantitative data on performance of students, t-test was used to establish whether there was any significant difference in the performance of national exams between classes handled by peer teachers and those by regular teachers. While the other

quantitative data in objective one, Two, Three and Four on trends in peer teacher utilization, selection criteria of peer teachers, perceptions of stakeholders and appropriate guidelines for peer teacher utilization was analyzed through percentages and means. The schools were coded as NS for national schools, ECS for Extra-County schools, CS for County schools and SCS for Sub-County schools. Teachers were coded as either Female/Male school teacher 1, depending on their gender and number on the list. The same was applied to H.O.D's who were coded as Male School H.O.D 1 or Female school H.O.D 2, peer teachers as Female/Male peer teacher 1, Parents as Male/Female school parent 1, Principals as Male/Female school Principal 1, and B.O.M members as Female/Male B.O.M member 1. The data analyzed was presented in narrative form and Tables where applicable.

### **3.9 Logistical Considerations**

The researcher obtained a research authorization permit from Kenyatta University Graduate School, National Council of Science and Technology (NACOSTI) and the County Directors of Education (C.D.E) in Vihiga, Kakamega, Bungoma and Busia Counties. A copy of the permits was submitted to each Principal in the 8 selected schools. The researcher pre-visited all the 8 schools to establish a rapport with the Principals, regular teachers, peer teachers, H.O.Ds and sought consent for students from the Principals and teachers before the actual data collection. This was done through informed consent, the respondents were taken through what the research was all about, allowed to ask questions, and then given a chance to consent voluntarily. This made the researcher familiar with the respondents to allay any fears.

### **3.10 Ethical Considerations**

Participants were given the assurance that their identity was anonymous in order to uphold privacy and also to avoid any repercussions that could bedevil any of this study's respondents' private life. Their verbatim responses were coded for confidentiality purposes. They were, therefore, asked not to write their names on the questionnaire. The participants were assured that all information obtained from them was confidential and was only to be handled by the researcher and that such information was only to be used for this study.

### **Conclusion**

This Chapter has presented the methodology of the study. It has also shown the population and sample size that were used, as well as, the sampling procedures that were employed. Data was collected using, questionnaires, interview schedules and document analysis. Before going into the field to collect data, a pilot study was conducted. Data was analyzed using a mixed method.

**CHAPTER FOUR**  
**PRESENTATION OF FINDINGS, INTERPRETATION AND**  
**DISCUSSION**

**4.0 Introduction**

This Chapter presents an analysis and interpretation of the data gathered in this study in relation to the major research questions. The main aim of the study was to analyze and document the concept of peer teaching in Kenyan secondary schools and implications for adherence to standards of teacher competence in selected Counties in the Western region of Kenya. This involved a comparison between the established standards of teacher competence in reference to the T.S.C Act 2015 and the peer teacher standards of competence. The research questions this study sought to answer were:

- 1 What trends exist in the utilization of peer teachers and implications for adherence to standards of teacher competence in Secondary schools in selected Counties in the Western region, Kenya?
- 2 Does the selection criterion of peer teachers adhere to standards of teacher competence in Secondary schools in selected Counties in the Western region, Kenya?
- 3 What perceptions do education stakeholders have towards the utilization of peer teachers and implications for adherence to standards of teacher competence in secondary schools in selected Counties in the Western region, Kenya?
- 4 What are the teacher standards competence compliant guidelines that could be used in the effective utilization of peer teachers for secondary schools in Kenya?



This Chapter is divided into five parts. The first part presents the demographic information of the sampled respondents. The second part, an analysis of the trends in the utilization of peer teachers and adherence to standards of teacher competence in Secondary Schools. The third part dwells on the selection criterion for peer teachers and adherence to standards of teacher competence in secondary schools. The fourth part looks at perceptions of Education stakeholders towards peer teachers and adherence to standards of teacher competence in Secondary schools, while the fifth part focuses on how to develop appropriate teacher standards competence compliant guidelines for utilization of peer teachers for secondary schools.

#### **4.01 Demographic Information of Sampled Respondents**

The background information of respondents sought included age, gender, settlement, social economic status and academic qualifications. The population for this study comprised of 791 Students, 35 Peer teachers, 37 Regular teachers, 8 Heads of departments, 8 Principals, 4 Education officers, 15 Parents and 16 Boards of Management members from the 8 sampled schools.

At the time of the study, the respondents according to the interview schedules Appendices 5, page 189, 6, page 190, 7, page 191, 8, page 192, 9, page 193, 10, 194, 11, page 195, 12, page 196 and questionnaires Appendices 1, page 178, 2, page 181, 3, page 184 and 4, page 187 were of different ages. The students were aged between 13-21 years, the teachers were between 22-60 years and peer teachers had the youngest at 17 and the oldest at 21 years. In addition, the H.O.Ds age was between 30 to 58 years, Principals

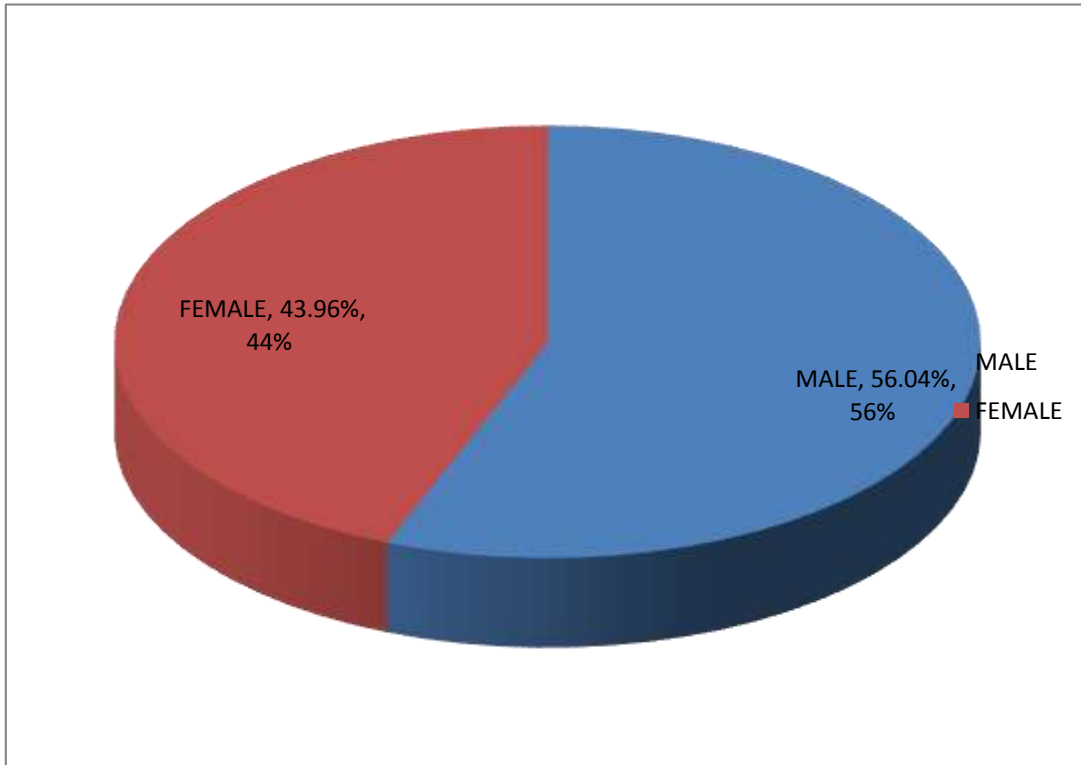
were between 45 to 59 years, Education officers between 50- 57 while parents were between 41-72 years.

**Table 4.1 Distribution of Sampled Respondents by Age**

<b>AGE (YEARS)</b>	10-20	21-30	31-40	41-50	51-60	61 and above
<b>FREQUENCY</b>	774	54	22	18	29	6
<b>PERCENTAGE</b>	85.74%	5.98%	2.436%	1.993%	3.21%	0.66%
<b>CATEGORY OF RESPONDENTS</b>	Peer teachers	Teachers /Peer teachers	Teacher s/H.O. Ds	Principals/H.O.Ds /Parents/B.O.M/E ducation officers	B.O.M/Pare nts	

Table 4.1 indicates that the highest proportion of respondents was aged between 10-20 years (85.74%) while the least was those above 61 years (0.66%). This implied that the findings in this study were representative of views from the age range of 10-73, though higher percentages were of the young aged 10-20 years.

The study also inquired into the gender of the respondents. The results are as shown in figure 4.1.



**Figure 4.1 Gender distributions of sampled respondents.**

Out of a total population of 914 respondents, 506 were male (56.035%) while 408 were female (43.964%). Therefore, the highest proportion of respondents in this study was male. This implied that in the sampled population of respondents, the number of the male was higher than the female. Thus, the outcome of the study may not reflect gender parity and, therefore, may not be used to make general conclusions which reflect a balanced position of both male and female gender.

The respondent population was distributed in both rural and urban settlements. Out of the total population, 31.90% (288 respondents) was from urban settlements while 68.11% (615) was a rural population. This implied that most of the respondents were from rural

areas. This could help make conclusions on whether peer teaching was more entrenched in the rural schools than in the urban schools.

However, the socio-economic status of the respondents was varied. Regular teachers, H.O.Ds, 28% of students, Principals, Education officers, 48% of parents and 74% of B.O.M members were of a middle income level while all the peer teachers, 72% of students, 52% of parents and 26% of B.O.M members were from low income backgrounds. Of great concern in this category were the peer teachers who were of low income background. This could help ascertain if the students' family socio-economic background was a key factor in the peer teachers' willingness to take up the jobs.

Also, the study sought to find out the academic qualification of teachers which are as summarized in Table 4.2:

**Table 4.2 Academic Qualifications of Teachers Sampled for the Study**

<b>EDUCATION LEVEL</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Secondary on going	00	0.00%
Secondary completed	35	48.61%
Diploma	0	0.00%
Degree	30	41.67%
Masters and above	7	9.72%
<b>TOTAL</b>	<b>72</b>	<b>100</b>

**Source: Questionnaires**

It is revealed in Table 4.2 that 48.61% of the teachers had only a secondary education while 41.67% had a degree and above. Thus, all levels of education for teachers were represented. However, 48.61% of the teachers who had completed secondary education were peer teachers. This implied that the outcome of this study could be representative of

all levels of teachers in a school set-up, ranging from secondary school graduates to Masters Level.

The analysis of responses on whether the respondent schools were National, Extra-County, County or Sub County were as indicated in Table 4.3:

**Table 4.3 School Categories of Respondents Sampled for the Study**

<b>SCHOOL CATEGORY</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
National	313	34.66%
Extra-County	306	33.89%
County	203	22.48%
Sub County	81	8.97%
<b>TOTAL</b>	<b>903</b>	<b>100</b>

**Source: Questionnaires**

Table 4.3 indicates that majority of the respondents were from National schools (34.66%) and Extra-County schools (33.89%) while a lower percentage was from County 22.48% and Sub-County 8.9%. This implied that National and Extra-County schools had a higher enrollment in each category of the respondents. Thus, contributing a higher number of the sample population as compared to the County and sub-County schools. Therefore, the findings of the study may not be balanced in terms of school category/level. Lastly, the study also sought to find out the class/form of the sampled student population. This is as summarized in Table 4.4:

**Table 4.4 Class/form of the sampled student population**

SCHOOL CATEGORY	FORM 1	%	FORM 2	%	FORM 3	%	FORM 4	%
National School 1	40	23.95%	40	23.95%	40	23.95%	47	28.14%
National School 2	28	25%	28	25%	28	25%	28	25%
Extra County School 1	35	24.48%	35	24.48%	35	24.48%	38	26.57%
Extra County School 2	32	24.61%	32	24.61%	32	24.61%	34	26.15%
County School 1	27	25%	27	25%	27	25%	27	25%
County School 2	17	24.64%	17	24.64%	17	24.64%	18	26.09%
Sub County School 1	7	25%	7	25%	7	25%	7	25%
Sub County School 2	8	23.53%	8	23.53%	8	23.53%	10	29.41%
<b>TOTAL</b>	<b>194</b>	<b>24.49%</b>	<b>194</b>	<b>24.49%</b>	<b>194</b>	<b>24.49%</b>	<b>209</b>	<b>26.42%</b>

**Source: Student's questionnaire**

In reference to Table 4.4, the sampled student population was distributed across the four classes in varied proportions. Form One had a total of 194 students (24.49%), Form Two 194 (24.49%), Form Three 194 (24.49%) while Form Four had the highest at 209 (26.42%). This implied that all the classes in the sampled Secondary schools had representation. Thus, the outcome could be used to make general conclusions on the position of all the students. The gender of the sampled student population was as indicated in Table 4.5:

**Table 4.5 Gender distribution of the sampled student population**

SCHOOL CATEGORY	BOYS	PERCENTAGE	GIRLS	PERCENTAGE
National School 1	167	100	0	0
National School 2	0	0	112	100
Extra County School 1	143	100	0	0
Extra County School 2	0	0	130	100
County School 1	54	50%	54	50%
County School 2	45	65.22%	24	34.78%
Sub County School 1	14	50%	14	50%
Sub County School 2	14	41.18%	20	58.82%
<b>TOTAL</b>	<b>437</b>	<b>55.25%</b>	<b>354</b>	<b>44.75%</b>

**Source: Student's questionnaire**

Table 4.5 shows that 437 (55.25%) of the total student sampled population was male while 354 (49.86%) was female. Therefore, the male sampled student population was

slightly higher by 83 students. This was indicative that more male students were sampled as compared to the females. Thus, there was no gender parity in the sampled student population.

#### **4.1 Trends in the Utilization of Peer Teachers and Adherence to Standards of Teacher Competence in Secondary Schools**

The objective of this section was to find out: the trends in the utilization of secondary school peer teachers and implications for adherence to teacher competence standards in selected Counties in the Western region, Kenya. In response to the objective, Questionnaires (Appendix 1, page 178, question 5-9, Appendix 2, page 181, question 4-6, Appendix 3, page 184, question 5-9 and Appendix 4, page 187, question 6, Interviews, Appendix 5, page 189, question 5, Appendix 6, page 190, question 4, Appendix 7, page 191, question 7, Appendix 8, question 3, page 192, Appendix 9, question 3, page 194, Appendix 10, question 3, page 194, Appendix 11, question 2-3, page 195 and Document analysis of students performance in KCSE, page 197 were used to collect data from students, peer teachers, regular teachers, H.O.Ds, principals, Parents, Education officers and B.O.M members.

##### **4.1.1 Peer Teachers in Secondary Schools**

The distribution of Peer teachers in selected Counties in the Western region of Kenya secondary schools between the years 2010-2018 was as indicated in Table 4.6.1:

**Table 4.6.1 Distribution of peer teachers in selected Counties in Western region secondary schools 2010-2018**

SCHOOL CATEGORY	2010		2011		2012		2013		2014		2015		2016		2017		2018	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
National	24	10	26	12	19	12	29	12	30	14	22	9	31	20	13	6	15	5
Extra- County	20 1	171	300	106	300	119	335	146	350	155	420	228	502	221	320	128	315	107
County	29 7	114	380	149	402	164	423	181	524	201	588	282	649	298	372	135	302	99
Sub County	78 5	559	944	467	123 1	493	1361	524	143 4	709	149 1	811	144 1	859	121 5	477	112 9	216
<b>TOTAL</b>	<b>130 7</b>	<b>854</b>	<b>1650</b>	<b>734</b>	<b>1952</b>	<b>788</b>	<b>2148</b>	<b>863</b>	<b>2338</b>	<b>1079</b>	<b>2521</b>	<b>1330</b>	<b>2623</b>	<b>1398</b>	<b>1920</b>	<b>746</b>	<b>1761</b>	<b>427</b>
<b>G TOTAL</b>	<b>2,161</b>		<b>2,384</b>		<b>2,740</b>		<b>3,011</b>		<b>3,417</b>		<b>3,851</b>		<b>4,021</b>		<b>2,666</b>		<b>2,188</b>	

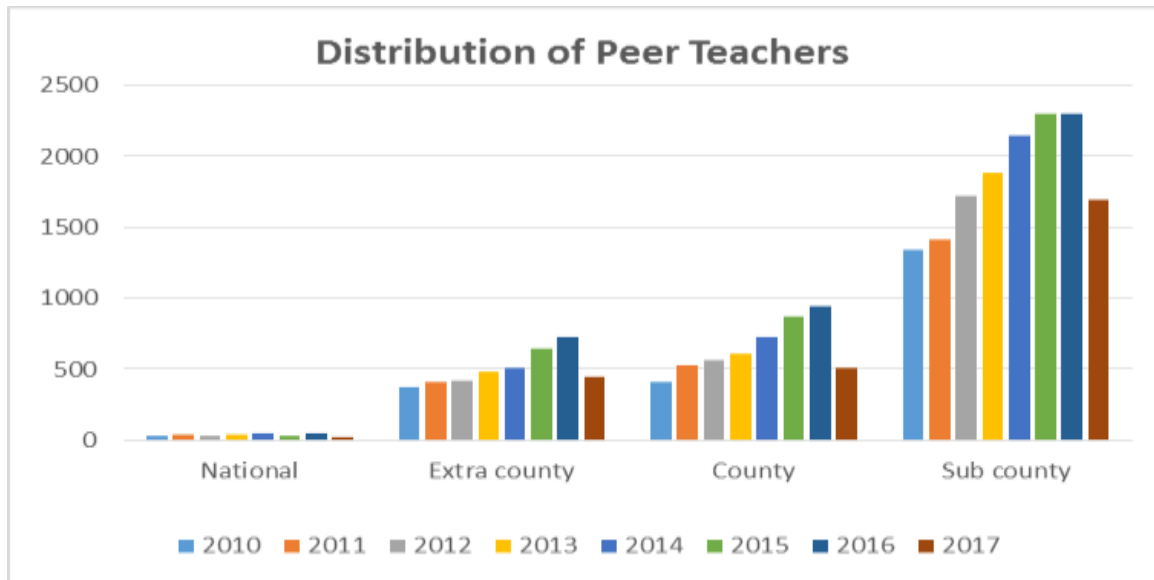
**Source:** Regional Director T.S.C office-Western August 2019



From Table 4.6.1, the utilization of peer teachers in selected Counties in the western region secondary schools was on an upward trend since 2010 (2,161), climaxing in 2016 (4,021). The number of peer teachers began to go down drastically after 2016 (4,021), thus 2017 (2,666) and 2018 (2,188). This could be attributed to the Ministry of Education's directive that only T.S.C registered teachers would be allowed to handle Secondary school students (M.O.E, 2016). According to the directive, the education quality, discipline of learners and their academic performance had greatly deteriorated and was at its peak in 2016. Equally, there were several reported cases of untrained teachers peddling drugs and relating informally with students, both in school and outside school during co-curricular activities (The Sunday Standard, 14<sup>th</sup> March 2016). This was blamed on schools engaging untrained teachers who lacked both professional training and academic knowledge to teach and handle learners, hence the poor performance and wide spread indiscipline. Thus, the continued utilization of peer teachers' compromised adherence to established professional competencies for teachers as witnessed in the negative learner outcomes mentioned in the directive which resulted into their ban.

Also, the number of the male peer teachers was higher than the female ones in the selected Counties in Western region. In 2010, 39.52% (854) were female and 60.48% (1,309) male, 2011, 30.79% (734) were female and 62.21% (1,650) male, 2012, 28.76% (788) were female and 71.24% (1,952) male, 2013, 28.66 (863) were female and 71.34% (2,148) male, 2014, 31.58% (1,079) were female and 68.42% (2,338) male, 2015, 34.54% (1,330) were female and 65.46% (2,521) male, 2016, 34.77% (1,398) were female and 65.23% (2,623) male, 2017, 27.98% (746) were female and 72.02% (1,920) male while 2018 had 19.52% (427) female and 80.48 (1,761) male. Therefore, the female population of peer teachers oscillated between 19.52% as the lowest percentage to 39.52% as the highest percentage while the male population was at 60.48% as the lowest percentage and 80.48% as the highest percentage over the years. On average, 31.41% (8,129) of the peer teachers' population was female while 68.59% (26,169) was male. Therefore, the population of male peer teachers was generally higher than that of the female ones.

The distribution of peer teachers in the selected Counties in the Western region, according to school categories, can be graphically summarized as shown in Figure 4.2:



**Figure 4.2 Graphical Presentation of the Distribution of Peer Teachers According to School Categories in Selected Counties in the Western Region**

Figure 4.2 reveals that sub-County schools employed the highest number of peer teachers, followed by County schools. The National schools employed the lowest number. This could be attributed to the fact that National schools were better staffed and, therefore, mostly employed peer teachers to complement the efforts of the regular teachers. But, Sub-County schools had a teacher shortage and therefore employed many peer teachers to fix the shortage as well as complement the regular teachers' efforts. A principal stated;

*The utilization of peer teachers was very fashionable up to 2016. All schools were struggling to identify and engage their former students to teach while waiting to join University. It was believed that their presence impacted positively on the rest of the student population. However, the push by both M.O.E and T.S.C to have only trained teachers teaching has*

*drastically reduced their numbers* (Male School Principal 1, November 2019).

While an Education officer retorted:

*Peer teacher utilization in our schools had reached worrying numbers by 2016. But since we have moved in strongly and put all Principals on notice, the numbers have begun to go down* (Female County Director T.S.C 4, November 2019)

The distribution of peer teachers between the years 2010 to 2018, as compared to the regular teachers, is as summarized in table 4.6.2:

**Table 4.6.2 Comparison of the distribution of regular and peer teachers in Western region 2010-2018**

YEAR	Total No. of Teachers	Regular teachers (T.S.C employed)	Percentage	Peer teachers (B.O.M employed)	Percentage	Regular teachers (B.O.M employed)	Percentage	Untrained teachers (B.O.M employed)	Percentage
2010	18,605	12,496	67.17%	2,161	11.62%	3,274	17.59%	674	3.62%
2011	19,043	13,125	68.92%	2,384	12.52%	2,933	15.40%	601	3.16%
2012	19,551	13,091	66.96%	2,740	14.01%	3,001	15.34%	719	3.68%
2013	19,951	13,533	67.83%	3,011	15.09%	2,891	14.49%	516	2.59%
2014	20,545	14,001	68.15%	3,417	16.63%	2,620	12.75%	507	2.47%
2015	21,338	14,744	69.10%	3,851	18.05%	2,301	10.78%	442	2.07%
2016	22,805	16,114	70.66%	4,221	18.51%	2,119	9.29%	351	1.61%
2017	23,867	17,938	75.16%	2,666	11.17%	2,973	12.45%	290	1.21%
2018	24,435	18,822	77.03%	2,188	8.95%	3,242	13.27%	183	0.75%
<b>Total</b>	<b>190,140</b>	<b>133,864</b>	<b>70.40%</b>	<b>26,639</b>	<b>14.01%</b>	<b>25,354</b>	<b>13.33%</b>	<b>4,283</b>	<b>2.25%</b>

**Source:** Regional Director T.S.C Office, Western **July 2020**

According to Table 4.6.2, the percentage of peer teachers against the regular teachers in the 8 years under study oscillated between 8.95% and 18.51%. The year 2016 had the

highest percentage of peer teachers at 18.51%. However, the percentage of peer teachers utilized was on an upward trend from 2011 and then on a downward trend from 2017. On average, the percentage of peer teachers for all the years under study was at 14.01% while the regular teachers stood at 70.40%. In addition to the peer teachers and regular teachers in schools there were regular/trained B.O.M employed teachers at 13.33% and other untrained B.O.M employed teachers in the schools at 2.25%. The average percentage of peer teachers who lacked both the academic and professional competencies was quite reasonable at 14.01%.

Also, the utilization of peer teachers in the sampled schools in the years 2010 to 2018 was as indicated in Table 4.6.3.

**Table 4.6.3 Distribution of Peer Teachers in the Sampled Schools for 2010-2018**

SCHOOL	2010		2011		2012		2013		2014		2015		2016		2017		2018	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
National School 1	3	0	3	0	4	0	5	0	4	1	6	0	7	1	3	0	4	0
National School 2	3	1	4	0	2	0	5	1	5	2	5	0	8	0	4	0	3	0
Extra County School 1	6	0	8	0	6	1	8	1	6	1	8	0	8	1	5	0	5	0
Extra County School 2	8	0	7	0	6	0	6	0	7	0	9	0	9	0	6	0	4	0
County School 1	4	1	5	1	5	0	7	1	6	2	8	0	9	0	5	0	6	0
County School 2	3	2	5	2	4	2	8	0	6	0	7	0	7	1	7	0	4	0
Sub County School 1	8	3	6	1	8	2	7	4	7	3	6	5	6	4	6	2	5	1
Sub County School 2	9	1	9	2	5	3	6	3	7	4	8	4	9	4	4	1	4	1
<b>TOTAL</b>	<b>44</b>	<b>8</b>	<b>47</b>	<b>6</b>	<b>40</b>	<b>8</b>	<b>52</b>	<b>10</b>	<b>48</b>	<b>13</b>	<b>57</b>	<b>9</b>	<b>63</b>	<b>11</b>	<b>40</b>	<b>3</b>	<b>35</b>	<b>2</b>
<b>G TOTAL</b>	<b>52</b>		<b>53</b>		<b>48</b>		<b>62</b>		<b>61</b>		<b>66</b>		<b>74</b>		<b>43</b>		<b>37</b>	

**Source:** Regional Director T.S.C Office-Western **September 2019**

In reference to Table 4.6.3, peer teachers were distributed in varied numbers across the 8 selected schools over the 9 years. The numbers of peer teachers in the schools equally increased steadily from 2010 to 2016 and then began to decline. National schools had the lowest number of peer teachers in each year totaling to 84 in 9 years, with most of them being male. The total number of male peer teachers in National schools between 2010 and 2018 was 78 (92.86%) and for the females it was 6 (7.14%) peer teachers. Sub-County schools recorded the highest number of peer teachers, both male 120 (71.43%) and female 48 (28.57%). This showed that the number of female peer teachers kept on increasing as one moved across the school categories from National, Extra-county, County to sub County schools. This scenario is further explained by Tasner and Mencin (2017) in their findings that rural and remote schools seemed to attract more female teachers as opposed to the male. However, throughout the 9 years of research, the male gender dominated the composition of peer teachers. Out of a total population of 496 peer teachers utilized between 2010-2018 in the sampled schools, 70 (14.11%) were female while 426 (85.89%) were male. This indicated that most schools employed male peer teachers as compared to females. This concurred with Naoreen and Mahmood (2013) observation that given a chance schools seemed to employ mostly male teachers as compared to the female teachers. Yet, both were significantly productive. However, the percentage of peer teacher utilization equally kept increasing across the categories of schools beginning from National schools down to sub-County ones. Chisato (2011) asserted that most secondary schools in informal settlements, rural areas and day secondary schools employed untrained teachers who included high school leavers to teach. This was further reinforced by a Principal:

*We employ both male and female peer teachers since our schools are mixed. We pick on the top boys to motivate the male students and the top girls to motivate the female students. Equally, we employ so many peer teachers since our schools have a very serious teacher shortage. My school has only 3 T.S.C teachers yet our enrollment is at 266 (Male School Principal 3, November 2019).*

The peer teachers employed in the sampled schools were of different ages. Through questionnaires to peer teachers, (Appendix 3, page 183, Section A), question 3 focusing on the age of peer teachers in the 8 schools the findings are as shown in Table 4.6.4:

**Table 4.6.4 Age Distribution of Peer Teachers in the Sampled Schools**

S/NO	AGE CATEGORY	MALE	FEMALE	TOTAL	PERCENTAGE
1	16-17	2	1	3	8.57%
2	18-19	16	5	21	60.00%
3	20-21	5	1	6	17.14%
4	22-23	3	2	5	14.29%
	<b>TOTAL</b>	<b>26</b>	<b>9</b>	<b>35</b>	<b>100</b>

**Source:** Questionnaire for Peer teachers-**September 2019**

The age of peer teachers lay between 16-23 years. 8.57% were around 16-17 years, 60% were 18-19 years, 17.14% between 20-21 years while 14.29% were 22-23 years. Majority of the peer teachers lay between the ages of 18-19 (60%), comprising of young people who had just completed secondary education. This was so because most of the people recruited to teach as peer teachers were young people, who were Form Four leavers, waiting to join college later in the year.



Also, the peer teachers found in the 8 sampled schools were of different gender. In reference to questionnaires to peer teachers (Appendix 3, page 183) question 2, there were 26 male peer teachers and 9 female peer teachers. Thus, 74.29% of peer teachers in the sampled schools were male while 25.71% were female. This showed that schools appeared to prefer male peer teachers as opposed to female. According to a Principal, male peer teachers were preferred because:

*The job they did in schools though beneficial was very odd and demanding. They wake up very early and sleep very late. They mark all papers and revise or teach late into the night. This needs very strong and dedicated young men. (Female School Principal 2, September 2019)*

But, a female peer teacher claimed:

*We are ready to work at any time and do any job. Some schools have decided to discriminate against us. Others have given us the opportunity of serving as peer teachers. The feeling that we cannot manage the job is just a mindset in some schools which is unfair and discriminatory (Female peer teacher 3, February 2020).*

While a male peer teacher added:

*In my school there are 2 female peer teachers who work even more than us. They are in school by 4.30 AM and stay till 11.00PM. Therefore, they do more than what we do and even students like them more than us (Male peer teacher 1, February 2020).*

However, the skewed nature in the gender of peer teacher recruitment was partly as a result of the perceptions held by school administrators. The stereotype perception they

held that female peer teachers could not deliver was what always informed their choice of male peer teachers during recruitment.

#### 4.1.2 Duties of Peer Teachers in Secondary Schools

This information was sort by Questionnaires, (Appendix 1 section B, page 178) question 9, (Appendix 2, page 181) question 6, (Appendix 3, page 184) question 7, (Appendix 4 section A, page 187) question 6c, and Interviews (Appendix 5, page 189) question 6, (Appendix 6, page 190) question 4 and (Appendix 7, page 191) question 7. The peer teachers mentioned several duties they performed as summarized in table 4.6.5:

**Table 4.6.5 Summary of Duties Performed by Peer Teachers**

S/no.	Duties performed	Number of peer teachers	No. of peer teachers involved	Percentage of peer teachers involved
1	Teaching	35	19	54.29%
2	Marking of exams	35	18	51.43%
3	Supervision of exams	35	20	57.14%
4	Revision of exams	35	16	45.71
5	Training of co-curricular activities	35	9	25.71%
6	Guiding and counseling of students	35	11	31.43%
7	Supervision of school programs	35	15	42.86%
	<b>TOTAL</b>	<b>245</b>	<b>108</b>	<b>100</b>

**Source:** Questionnaires for peer teachers **September 2019**

In relation to Table 4.6.5, peer teachers indicated that they were involved in several duties which included 54.29% (19) in teaching, 51.43% (18) in marking of exams, 57.14% (20) in supervision of exams, 45.71 (16) in revision of exams, 25.71 (9) in training of co-curricular, 31.43% (11) in guiding and counselling of students and 42.86%

(15) in supervision of school programmes. These duties were not uniform in all the 8 sampled schools but they were varied from one school to another. Therefore, peer teachers did not perform all the teaching functions. They only performed either one or two of the teaching functions as assigned to them by the school. This contravened the expectations of the T.S.C Code of Regulations (2015) which indicates that a qualified teacher was expected to perform all the duties of a teacher namely teaching, marking of exams, supervision of exams, revision of exams, training of co-curricular activities, guiding and counselling of students, and supervision of school programmes and any other duty that they may be assigned by the school head. Consequently, this impacted negatively on adherence to the set teacher competency standards.

According to peer teachers 54.29% (19) indicated that they were involved in the daily teaching process. A summary of responses from students, regular teachers, peer teachers, H.O.Ds, principals, parents, B.O.M members and county directors-T.S.C on whether peer teachers were involved in teaching is as indicated in table 4.6.6:

**Table 4.6.6 Percentage of Peer Teachers Involved in Teaching**

S/NO	RESPONDENT	POPULATION	NO. TEACHING	PERCENTAGE
1	Students	791	491	62.07%
2	Regular Teachers	37	23	62.16%
3	Peer teachers	35	19	54.29%
4	Heads of departments	8	5	62.50%
5	Principals	8	4	50.00%
6	Parents	15	10	66.66%
7	Board of Management members	16	9	56.25%
8	County director-T.S.C	4	0	0.00%
	<b>TOTAL</b>	<b>914</b>	<b>561</b>	<b>61.38%</b>

**Source:** Questionnaires; students, peer teachers, regular teachers and H.O.Ds, **September**

As per Table 4.6.6, 62.07% of students, 54.29% of peer teachers, 62.16% of regular teachers and 62.5% of H.O.Ds indicated that peer teachers taught students in their schools. While in the interviews, 50% of principals, 66.66% of parents and 56.25% of B.O.M members said that the main duty assigned to peer teachers in their schools was teaching. All the T.S.C County directors indicated that peer teachers did not teach. This response was hinged on the Code of Regulations which indicated that:

*No person shall engage in the teaching service unless such a person is registered as a teacher (T.S.C, 2015).*

The teaching in schools by peer teachers took different forms. These were as summarized in Table 4.6.7:

**Table 4.6.7 Different Forms of Teaching by Peer Teachers**

S/NO.	FORMS OF PEER TEACHING	Total No. of peer teachers	No. of peer teachers involved	% of peer teachers involved
1	Assigned lessons/classes from form 1 to 4	35	12	34.43%
2	Teaching form one and two	35	15	42.86%
3	Extra-teaching (Morning and evening)	35	18	51.43%
4	Teaching form four alone	35	08	22.86%
	<b>TOTAL</b>	<b>140</b>	<b>53</b>	<b>37.86%</b>

**Source:** Questionnaire for peer teachers **October 2019**

In reference to Table 4.6.7, 34.43% of peer teachers indicated that they were assigned classes and lessons in all classes from Form One to Four. They taught all classes during the normal day just like any other qualified teacher and were also on the Master Timetable. A parent noted:

*We encourage them to teach all the classes so that the other students may benefit from them. It is sometimes easier to understand when taught by somebody of your age. (Male Parent 1, September 2019)*

A summary of the 34.43% (12) peer teachers' assigned lessons on the schools Master Timetable is as indicated in table 4.6.8:

**Table 4.6.8: Peer Teachers Weekly Teaching Load according to the Master Timetable**

School category	Peer teacher	Classes Taught by peer teachers	Subjects taught by peer teachers	Peer teacher's lessons load	Weekly minimum lessons load	Variation	Average regular teacher's lesson load
Sub county 01	Male peer teacher 4	Forms 1 and 4	Math/Physics	12	27	15	20
Sub county 01	Female peer teacher 7	Forms 1, 2 and 3	Math/Chem	14	27	13	20
Sub county 01	Male peer teacher 12	Forms 1 and 4	Chemistry	09	27	18	20
Sub county 01	Male peer teacher 13	Forms 1 and 3	English	14	27	13	20
Sub county 02	Male peer teacher 14	Forms 1, 2, and 3	Math/Bio	22	27	13	24
Sub county 02	Female peer teacher 9	Forms 1 and 4	English/Bio	18	27	9	24
Sub county 02	Male peer teacher 22	Forms 1, 2 and 4	Phy/Chem	20	27	7	24
Sub county 02	Male peer teacher 23	Forms 2,3 and 4	C.R.E/Bio/Hist	24	27	3	24
Sub county 02	Female peer teacher 24	Forms 1, 2, and 3	Geo/Bstd/Math	26	27	1	24
County 01	Male peer teacher 30	Forms 1, and 2	Math	10	27	17	21
County 01	Male peer teacher 31	Forms 1, 2 and 3	Math/Chem	15	27	12	21
County 01	Female peer teacher 34	Forms 1 and 4	Math	12	27	15	21

**Source:** School timetables, October 2019

As per Table 4.6.8, in Sub County School 01, the peer teachers' lesson load ranged between nine and fourteen which were far below the minimum teaching load of 27 lessons and equally below the average regular teaching load in the school of 20 lessons. But, in Sub County schools 02, the peer teachers' lesson load was higher at between 26 and 18 lessons which were still below the minimum weekly lesson load. However, in some cases like for male teacher 23 and 24 their lesson load was equivalent to the average regular teachers' weekly lesson load in the school. Equally, in County school 01, the peer teachers' weekly lesson load oscillated between 10 and 15 lessons far below the minimum weekly lesson load of 27 lessons and the average regular teaching load in the school of 21 lessons.

The allocation of lessons for peer teachers on the Master Timetables seemed to vary from one school to another and it was also, in most cases, below the minimum weekly lesson load and the average regular teacher lesson load. The regulations on lesson allocation were flouted in the case of peer teachers, though those with lower lesson loads had other hidden assignments like revision of exams with candidates or marking of exams. These were not captured on the Master Timetable. However, it's only in 03 schools, out of the 08, where peer teachers were captured on the timetable.

In terms of classes and subjects on the timetable, the peer teachers mostly taught Form One and some of the other classes. Male peer teacher 4 in sub County school 01 taught Form One and Four, male peer teacher three in sub County school 2 taught Form Two, Three and Four while male peer teacher 31 in County school one taught Form One, Two

and Three. Therefore, the only class they all commonly taught was Forms One but the rest varied from one school to another. A principal explained the scenario:

*We assign them form one since the content is easier and requires minimal expertise, as the content becomes complex we leave it to the trained and experienced teachers to handle and now relegate the peer teachers to revision. However, in circumstances where we don't have a trained teacher in the subject or the peer teacher has proven that they are very competent we allow them to teach up to form four. (Male school Principal 6, September 2019)*

In relation to the subjects taught by peer teachers on the timetables, they mainly taught Mathematics, Chemistry, Biology, Physics, English and, in some very limited cases, History, C.R.E and Geography. Thus, according to the timetables, peer teachers were utilized mostly in science subjects and Mathematics. Another Principal explained this situation:

*We have had challenges in the performance of the science subjects and mathematics and this has made us employ all possible tactics that can help our students pass in these subjects. From experience, students seem to like the Science subjects and Mathematics and even perform better when taught by peer teachers and that is why we employ them mostly in those areas (Male School Principal 8, September 2019).*



However, 43% (15) peer teachers indicated that they only taught Form One and Two and left the pre-candidate and candidate classes to the qualified teachers. According to a Principal:

*We assign peer teachers form one and two classes since examination classes required experts to prepare the students.*

**(Female School Principal 4, September 2019)**

23% (8) indicated that peer teachers only taught Form Fours. Lastly, 51% (18) peer teachers were engaged in doing extra-teaching in the evening, early morning and over the weekend. They were assigned topics already being handled by regular teachers but came in during those extra-hours to reinforce or re-teach. They claimed that this afforded students a chance to ask questions where they never understood. A principal said:

*We have three of our former students who passed highly around assisting their young brothers and sisters. But because of the government policies we only bring them in as from 5.30 PM to 6.30PM in the evening and 6.00 AM to 7.30AM morning to teach alongside the other teachers.*

**(Male School Principal 6, September 2019)**

In addition to teaching, 51.43% (18) of peer teachers indicated that they marked exams. The responses from other respondents on marking examinations were as indicated in Table 4.6.9;

**Table 4.6.9. Percentage of Peer Teachers Involved in Marking Exams.**

S/NO	RESPONDENTS	NUMBER OF RESPONDENTS	NO.INDICATING THAT PEER TEACHERS MARK EXAMS	PERCENTAGE
1	Students	791	633	80.02%
2	Regular Teachers	37	27	72.97%
3	Peer teachers	24	20	83.33%
4	Heads of Departments	8	8	100.00%
5	Principals	8	4	50.00%
6	Parents	15	9	60.00%
7	Board of Management members	16	8	50.00%
8	County Director-T.S.C	4	0	00.00%
		<b>903</b>	<b>709</b>	<b>78.51%</b>

**Source:** Questionnaires for students, peer teachers, Regular teachers and H.O.Ds,

### September 2019

As indicated in Table 4.6.9, through questionnaires, (Appendix 1 Section B, page 179) question 9, (Appendix 2, page 181) question 6, (Appendix 3, page 184) question 7, 80.02% of students, 72.97% of regular teachers, 83.33% of peer teachers and 100.00% of H.O.D's indicated that peer teachers were used in marking of examinations. During interviews, (Appendix 5, page 189) question 6, (Appendix 6, page 190) question 4 and (Appendix 7, page 191) question 5, 50.0% of Principals, 60% of parents and 50% of B.O.M members stated that peer teachers were used in marking of examinations.

In National School 1 and National School 2, peer teachers were purely hired to mark exams. Given that Form Fours did so many exams, sometimes every evening or over the weekends to enhance revision in preparation for K.C.S.E, peer teachers were employed to mark all the exams done. The regular teachers administered and then handed over to the

peer teachers to mark as they went on teaching. The peer teachers in National School 1 and National School 2 were not given any lessons to teach. A Principal stated:

*We hire peer teachers specifically for marking of exams and not teaching. The candidates are given so many exams, in the evening, morning, weekends, games time etc as a way of revision in preparation for K.C.S.E. The regular teachers cannot mark all these exams, teach and revise effectively. Therefore, we bring in peer teachers to ease the burden of marking to allow regular teachers concentrate on teaching and revision (Male School Principal 1, September 2019).*

Furthermore, 45.71% (16) of peer teachers assisted in revision. They were brought in alongside other teachers but their main role was either to revise past papers or the topics covered by regular teachers. The regular teachers designed revision materials and gave them to the peer teachers to either revise during normal day lessons or sometimes during remedial lessons at night or over the weekend. A principal observed:

*These peer teachers are used to allow for stimulus variation. Learners may have been taught by their teachers for 4 years but where they had a weakness or bias could be corrected by the peer teachers through revision. The learners are as well eager and more curious to learn from one of their own. This enabled a productive revision session. (Male School Principal 6, September 2019)*

All the 8 sampled schools used peer teachers for revision, in addition to other duties. However, in one school, County School 2, peer teachers were purely used for revision. They didn't teach during normal day lessons, but revised with candidates during evening preps, morning preps and over the weekend. Regular teachers taught during the day and organized material to be revised by peer teachers. A Principal remarked:

*Our school uses peer teachers for revision with the candidates. The T.S.C teachers teach during the official working hours and in addition prepare appropriate revision material and give to the peer teachers. The peer teachers come in early in the morning, late in the evening and over the weekends to revise the materials. We found this effective since the learners were more eager to revise during these odd hours when handled by peer teachers (Male School Principal 8, September 2019).*

Moreover, 57.14% (20) of peer teachers indicated that they supervised exams/continuous assessment tests in their schools. They administered and supervised exams together with the other regular teachers. In Sub-County School 2, they administered and supervised exams for the candidate classes during remedial lessons. This was because most of the exams were done very early in the morning or over the weekends where regular teachers were not available. The Principal stated:

*Most of our regular teachers are not willing to supervise exams during off duty hours unless you offer to pay them. But the peer teachers are readily available, flexible and willing to work anytime we needed them. That is why we prefer to use them to*

*supervise exams done in the evenings and weekends. (Female School Principal 7, September 2019)*

Also, 25.71% (9) of peer teachers were used in training co-curricular activities in Secondary schools. Table 4.6.10 presents a summary of the responses on the involvement of peer teachers in co-curricular activities:

**Table 4.6.10 Percentage of Peer Teachers in Co-Curricular Activities**

S/N O	RESPONDENTS	NO. OF RESPONDENTS	NO. INDICATING THEY ARE INVOLVED IN CO- CURRICULAR	PERCENTAGE
1	Students	791	697	88.11%
2	Regular Teachers	37	20	54.05%
3	Peer teachers	24	9	37.50%
4	Heads of Departments	8	5	62.50%
5	Principals	8	4	50.00%
6	Parents	15	8	53.33%
7	Board of Management members	16	9	56.25%
8	County Director-T.S.C	4	2	50.00%
		<b>903</b>	<b>754</b>	<b>83.50%</b>

**Source:** Questionnaires for students, regular teachers, peer teachers and H.O.Ds

### **September 2019**

As per table 4.6.10, on average 83.50% of all the respondents indicated that peer teachers were involved in co-curricular coaching, 88.11% of students, 54.05% of regular teachers, 37.50% of peer teachers, 62.50% of H.O.D's, 50% of principals, 53.33% of parents, 56.25% of B.O.M members and 50.00% of County directors-T.S.C showed knowledge of peer teachers participating in training students in a variety of co-curricular activities. In National School 1, County School 2 and Sub-County School 1, there were peer teachers

specifically hired to coach students in co-curricular activities. A principal in Sub-County School 1 indicated:

*We hire the best students in co-curricular activities to assist uplift our co-curricular teams. There are some co-curricular activities where we have no teacher trainer. So we rely on former students*

**(Male School Principal 8, September 2019)**

The other schools hired peer teachers not specifically to coach co-curricular activities, but, because of interest, they went ahead to assist the regular teachers in coaching. Although 50% of the County directors-T.S.C acknowledged the involvement of peer teachers in coaching co-curricular activities, they were quick to warn that it was an illegality:

*Schools employing these students are engaging in an illegality. It's illegal to employ a non-teacher to train students. The training of students must be done by qualified and registered teachers.*

**(Male County Director-TSC 3, September 2019)**

Equally, guidance and counselling of students in some schools was done by peer teachers. On average, 31.43% (11) of peer teachers were used to guide and counsel other students in school. This was both direct guidance and counselling where peer teachers had sessions with students in groups or individually, or indirect guidance and counselling where students were expected to see/remember/emulate (role modelling) what their peer teachers did to score what they scored as students. They were expected to emulate and thus be like their peers or even better. A parent asserted;

*These teachers brought the reality to the class. Learners could relate with them closely, remember how they prepared for the exam and thus do the same to pass. (Male School Parent 1, September 2019)*

Lastly, 42.86% (15) of peer teachers were involved in supervision of all the other school programmes. It was revealed that 37.21% were said to supervise evening and morning preps, 39.9% supervised weekend sessions, 24.59% supervised the boarding section and dormitories, and 19.37% supervised school meals. The supervision of school programmes was assigned to them by the school administration. However, they did the supervision together with the regular teachers.

In relation to the duties performed by peer teachers, it was indicative that they performed those done by regular teachers, regardless of the fact that they had no professional training. However, their duties varied from one school to another given that their duties were school assigned. This raised serious concerns over the realization of the quality of the teaching standards set since it was anticipated that they were to be achieved by qualified teachers. According to Rice (2003), teacher quality was the most important school-related factor influencing student achievement. Teacher quality in this case referred to: teacher professional training, teacher certification, teacher experience and teacher continuous professional development. Omoteso and Samudara (2011) argued that teachers had to possess a great deal of knowledge and skills with regard to both teaching and assessment practices in order to meet the demands of quality education.

Unfortunately, though peer teachers performed almost all the duties, they had limited knowledge, both academically and professionally. This raised doubts of their ability to deliver in terms of the duties assigned in school.

However, some peer teachers believed that they had all that it took to deliver in their duties. But, others were very skeptical and had a feeling that teaching required professional training to be able to meet the set standards. A peer teacher claimed:

*Given that I have learnt that subject for the last four years and passed the exam I am able teach it. I know everything in the subject and can explain to learners so that they also pass. (Male school Peer teacher 4, November 2019)*

While another peer teacher argued:

*Although we perform the duties of teachers in our schools we are not well grounded in terms of the teaching professional knowledge. There are so many things required of a teacher that I do not know. I only focus on the subject content where I have an idea. I have come to the realization that teaching requires professional training. (Female school peer teacher 6, November 2019)*

Equally, students held a different opinion in relation to duties performed by peer teachers. Some students were in support and very excited about their interactions with peer teachers, while others felt it was a mere waste of time. But, a student admitted;



*Peer teachers are so good. They take time to help us understand what they are teaching. I used to have a problem in Mathematics but since the peer teacher begun to teach us am more competent and I even scored 75% in the last exam. (Male school Student 2, November 2019)*

Yet, another student confessed:

*Being taught by a peer teacher is a waste of time. The one who teaches us seems not to understand the subject. He keeps on making mistakes and teaching the wrong things. (Male school student 9, November 2019)*

In summary, peer teachers employed in the sampled schools had been allowed to perform all the duties of a teacher, though this varied from one school to another despite the lack of professional and academic knowledge. Hollins (2015) argued that, teaching was a complex and multidimensional process which required deep knowledge and understanding in a wide range of areas and the ability to synthesize, integrate and apply this knowledge in different situations, under varying conditions and with a wide diversity of groups and individuals which could only be achieved through proper and structured post school training.

#### **4.1.3 Qualifications of Peer Teachers Teaching in Secondary Schools**

All the peer teachers in the sampled secondary schools had only a Form Four K.C.S.E certificate. However, the only variation was the individual performance in K.C.S.E in terms of the grades attained. The performance in K.C.S.E of peer teachers found in the sampled schools was obtained through Questionnaires (Appendix 3, page 184) question 5 and (Appendix 2, page 181 Section A) question 3-5. Their performance is as shown in

Table 4.6.11:

**Table 4.6.11. The Performance of Peer Teachers in K.C.S.E**

S/NO	GRADE	NUMBER	PERCENTAGE
1	A	0	0.00%
2	A-	04	11.43%
3	B+	14	40.00%
4	B	10	28.57%
5	B-	4	11.43%
6	C+	2	5.71%
7	C	1	2.86%
	TOTAL	35	100.00%

**Source:** Questionnaire for peer teachers **September 2019**

According to Table 4.6.11, the performance of peer teachers in K.C.S.E ranged between A- and C plain, thus A-04, B+-14, B-10, B-04, C+-02 and C-01. Majority scored a B+ (40%) and B (28.57%) while the least score was a C (2.86%). There was no peer teacher who scored an A plain or below a C plain. In relation to University entry, 97.14% (34 out of 35) of peer teachers in the sampled schools had qualified to join University and only 2.86% (01) did not qualify to join directly. This implied that schools majorly employed well performing students as peer teachers. However, apart from the K.C.S.E certificates, they did not possess any other knowledge/education certification in teaching or any other profession. This raised concerns as per the T.S.C requirements for secondary school teachers. A person who qualifies to practice as a teacher should possess a degree or Diploma in Education in two teaching subjects from a recognized institution. For a degree, they must have scored a minimum of C+ at K.C.S.E and in each of the two teaching subjects (T.S.C, 2018). Unfortunately, peer teachers had a K.C.S.E certificate but no professional training. This compromised the qualifications set for one to be

employed as a teacher and, in turn affected the established standards of teacher competence.

Also, the peer teachers served in a school for a maximum period of one year. Their length of stay was dependent on the University or college they were to join. A summary of their length of stay in the sampled schools is as indicated in Table 4.6.12:

**Table 4.6.12. The Length of Stay of Peer Teachers in Schools**

S/NO	LENGTH OF STAY	NUMBER OF PEER TEACHERS	PERCENTAGE
1	1-3 Months	9	25.70%
2	4-6 Months	14	40.00%
3	7-9 Months	5	14.30%
4	10 Months -1 Year	7	20.00%
5	Above 1 Year	0	0.00%
	<b>TOTAL</b>	<b>35</b>	<b>100.00%</b>

**Source:** Questionnaire for peer teachers **October 2019**

In reference to Table 4.6.12, peer teachers in the sampled schools had served for a varied period of time, 25.7% were between 1-3 months, 40% 4-6 months, 14.3% 7-9 months, 20% 10 months to 1 year. There was no peer teacher who had served beyond 1 year. This raised serious concerns in terms of their turn over rates and their impact on the quality of teaching and the established teaching standard competencies. Now that they did not stay long, they could not have had time to acquire and master the teaching standards competencies and utilize them accordingly. Starling (2012), found out that teacher stability in a school was a factor to improvement in student achievement and had a positive impact on school culture and climate. Instability in teachers resulted into a drop in performance and a poor school culture.

However, asked how they were inducted into teaching, they mentioned different ways as indicated in Table 4.6.13:

**Table 4.6.13 Peer Teachers' Induction into Teaching**

S/NO.	WAYS PEER TEACHARES WERE INDUCED INTO TEACHING	NUMBER	PERCENTAGE	PERCENTAGE
1	Induction by Principal	35	18	51.42%
2	Induction by Heads of Departments	35	13	37.14%
3	Induction by Subject Teacher	35	21	60.00%
4	Induction through Seminars and Workshops	35	5	14.28%
5	Self-induction	35	12	34.29%
	<b>TOTAL</b>	<b>175</b>	<b>69</b>	<b>39.42%</b>

**Source-Questionnaires for peer teachers September 2019**

Given that peer teachers did not go through any formal training, their induction into teaching was very vital. However, it was varied from one peer teacher to another. It was reported that 51.42% were inducted by the Principals who had a short session with them in the office after recruitment, 37.14% by the H.O.D in the departmental offices, 60.00% by the subject teacher during hand-over, 14.28% attended subject sub-County and County workshops and seminars while 34.29% inducted themselves in the process of teaching by utilizing the knowledge they had acquired as students. Those inducted by the Principal or H.O.D went through a brief mention of what teaching entailed in terms of the notes, schemes of work, lesson plans, student monitoring and handling and how to relate with other teachers. A peer teacher stated:

*I was briefed by the Principal on the need to keep good teaching notes, lesson plans and schemes of work. He also taught me how to deal with students and other teachers, although, this was a very short session that lasted only about 30 minutes (Male school Peer teacher 2, October 2019.)*

Another peer teacher commented:

*I inducted myself into teaching. When I reported, the Principal received me and just told me to work hard, be a role model to the other students and ensure that they also pass their exams. He then handed me over to the H.O.D who gave me lessons and took me to class. The H.O.D told me to consult whenever I had a problem. So nobody bothered to take me through the details of teaching (Female school peer teacher 1, October 2019)*

It was clear that the induction of peer teachers was scanty in details, unstructured and disorganized, depending on the school and the person in charge. However, Mcgeehan (2019) emphasized that induction was a key factor for the success of a new teacher. New teachers always regarded elements of induction as important in preparing them for success in the career. New teacher's induction was crucial in acculturating them to their new profession (Kearney, 2010). The first year of teaching was crucial in the success, retention and development of teachers (Smith and Ingersoll, 2004). However, this induction ought to be clearly structured and well organized to help new teachers to seamlessly fit in the profession. Therefore, schools employing peer teachers need to keenly and critically evaluate their induction programmes if they have any.

#### **4.1.4 Subjects Handled by Peer Teachers in Secondary Schools**

Through questionnaires (Appendix 1, page 178) question 4, (Appendix 2, page 180 sections A) question c-6 and (Appendix 3, page 184) question 6, the subjects taught by peer teachers were as indicated in Table 4.6.14:

**Table 4.6.14 Subjects Handled by Peer Teachers**

S/NO	SUBJECT	NO. OF PEER TEACHERS	PERCENTAGE
1	Mathematics	10	28.57%
2	Chemistry	08	22.86%
3	Biology	06	17.14%
4	Physics	03	8.57%
5	English	03	8.57%
6	Kiswahili	01	2.86%
7	Geography	01	2.86%
8	History	01	2.86%
9	C.R.E	01	2.86%
10	Agriculture	01	2.86%
	<b>TOTAL</b>	<b>35</b>	<b>100.00%</b>

**Source:** Questionnaire for peer teachers **September 2019**

In reference to Table 4.6.14, peer teachers handled several subjects in secondary schools. Their distribution varied from one subject to another. Out of the 8 sampled schools which had a total of 35 peer teachers, 10 handled Mathematics, 8 Chemistry, 6 Biology, 3 Physics, 3 English and 1 Kiswahili, Geography, History, C.R.E and Agriculture. However, majority of the peer teachers were employed to teach Mathematics 28.57%, Chemistry 25.00% and Biology 17.14% due to the subjects' poor performance in National examinations. This perhaps affirmed the assertion that poor performance in science subjects was on the increase among secondary schools in East Africa (Jidamwa, 2012). Locally, the negative attitude towards science subjects among students and the poor science teaching methodology were some of the reasons being advanced for the poor performance (Oduol, 2016). This perhaps explains why some schools had employed more peer teachers in the area, hoping that they would help fix the problem. The scenario was further explained by a Principal:

*We mostly employ peer teachers in Mathematics and the Sciences since these are mostly the problematic areas to our learners that require a lot of revision and constant teaching. But sometimes we bring in the languages since they are compulsory subjects that can help boost their final performance. (Male School Principal 8, September 2019).*

#### **4.1.5 Indications of Lesson/ Teaching Preparedness by Peer Teachers**

Questionnaires for peer teachers (Appendix 3, page 184) question 9 sought to establish whether peer teachers had the standard professional documents required of a qualified teacher. These were the ones used by teachers in the preparation, implementation and evaluation of the teaching/learning process. They include schemes of work, lesson notes, lesson plans, records of work covered, subject syllabus, progress records, class attendance registers, co-curricular activities records, learners discipline management and guidance and counselling records and current personal timetable. The professional documents were meant to make teaching and learning more effective (T.S.C, 2015). Each teacher was expected to keep all these records in the course of their professional life. Lim (2016) emphasized that teacher professional documents were a must since they offered an opportunity to foster knowledge, professional growth and enabled a smooth delivery of the curriculum. Thus, a teacher with no professional documents was no teacher. The findings were as indicated in Table 4.6.15

**Table 4.6.15 Peer Teachers' Professional Documents**

S/NO	PROFESSIONAL TOOLS/DOCUMENTS	Number of peer teachers who have	% of peer teachers who have	Number of peer teachers who don't have	% of peer teachers who don't have
1	Lesson plans	12	34.29%	23	65.71%
2	Subject syllabus	16	45.71%	19	54.29%
3	Schemes of work	19	54.29%	16	45.71%
4	Records of work covered	08	22.86%	27	77.14%
5	Teaching notes	20	57.14%	15	42.86%
6	Students' progress records	11	31.43%	24	68.57%
7	Class attendance registers	02	5.71%	33	94.29%
8	Professional development certificates	03	8.57%	32	91.43%
	<b>TOTAL</b>	<b>91</b>	<b>32.50%</b>	<b>189</b>	<b>67.50%</b>

**Source:** Questionnaire for peer teachers, **September 2019**

As per Table 4.6.15, peer teachers had professional tools/documents in varied percentages, though the T.S.C Act (2015) expected each teacher to have all of them at any given time. Only 12 out of 35 (34.29%) had lesson plans, the rest 23 (65.71%) did not have. Asked about the syllabus of the subject they were teaching, 16 (45.71%) had it, 19 (54.29) did not have. For schemes of work, 19 (54.29%) had them while 16 (45.71%) did not have. Records of work covered 8 (22.86%) had whereas 27 (77.14%) did not. Teaching notes, 20 (57.14%) had, 15 (42.86%) did not have. On students' progress records 11 (31.43%) had as 24 (68.57%) did not. Only 2 (5.71%) had class attendance registers while 33 (94.29%) didn't. Also, 03 (8.57%) had attended teacher professional development programmes but 32 (91.43%) had not. From the above, it was indicative that a very high number of peer teachers did not have the basic required teacher professional documents and, thus, not prepared to teach.



However, on conducting classroom observations using a checklist on 10 peer teachers to establish the physical availability of the said tools the outcome was as indicated in Table 4.6.16

**Table 4.6.16 Physical Classroom Observation of the Availability of Professional Documents**

S/NO	PROFESSIONAL TOOLS/DOCUMENTS	Available	Not available	Condition
1	Lesson plans		✓	
2	Subject syllabus	✓		Photocopied
3	Schemes of work	✓		Photocopied/Some hand written
4	Record of work covered	✓		Hand written though with errors
5	Teaching notes	✓		Some borrowed from regular teachers, theirs that they wrote while students, photocopied, directly lifted from textbooks
6	Students' progress records		✓	Only mark sheets
7	Class attendance registers		✓	
8	CPD certificates		✓	

**Source.** Classroom peer teacher Observations **February 2020**

From Table 4.6.16, it was indicative that peer teachers did not utilize the professional documents. Most of them lacked the requisite documents. But those who had them either photocopied from other teachers/students or theirs which they wrote as students or copied directly from textbooks and were full of errors. A H.O.D remarked:

*These people have not gone to any college. So you do not expect them to have those tools. Some even do not know what they are. We only use them to do the content delivery while professionalism is left to the regular teachers. (Female school Head of Department 2, September 2019)*

#### **4.1.6 Changing Trends in Peer Teacher Utilization**

The concept of peer teaching has been on an upward trend between the years 2010 to 2016. However, as from 2017, the numbers begun to go down. This reducing numbers could be attributed to the policy guidelines in place. First, the T.S.C Act (2012) established by Parliament to make further provisions for the operation of the Teachers Service Commission under Article 237 of the 2010 Kenyan Constitution outlawed employment of teachers who were not registered by the Commission. In addition, the Education Cabinet Secretary issued a directive indicating that only T.S.C registered teachers would be allowed to handle secondary school students (M.O.E, 2016). As a follow up measure, the T.S.C Secretary issued a stern warning announcing a national wide crackdown on teachers who were not registered with the Commission but were involved in teaching in both public and private secondary schools. The Principals were also warned of dire disciplinary consequences if found engaging the unregistered teachers. The T.S.C Secretary also wrote a letter to the Ministry of Education for reinforcement which read in part:

*In order to ensure provision of quality education in all schools, there is need for a collaborative approach in the enforcement of registration*

*requirements for all teachers. In this regard, the Commission requests the Ministry of Education to encourage its field officers to be conducting joint programmes with T.S.C County and Sub-County Directors in order to ensure registration requirements are fully enforced (T.S.C, 2019).*

These efforts greatly impacted on the utilization of peer teachers in Secondary schools. However, based on responses from interviews with B.OM members (Appendix 7, page 191, question 7), Principals (Appendix 5, page 189, question 9), and Parents (Appendix 6, page 190, question 7), it emerged that Principals of secondary schools had devised different ways of utilizing peer teachers without the knowledge of T.S.C or the Ministry of Education officials.

According to 37.5% of schools (3 Principals), peer teachers existed but were not captured on the school timetable. The timetables had names of the official T.S.C registered and employed teachers but the actual persons teaching the lessons/classes were the peer teachers. Therefore, if a T.S.C or M.OE official were to visit the schools and request to see the teachers in class the registered ones would surface. But, unfortunately they were not the ones teaching the classes daily. A principal confessed:

*We are doing this because T.S.C is so hard on us about the issue of peer teachers yet we badly need them. These teachers have greatly helped us improve in performance at a cheaper cost. We know very well that when the Officers come to school they begin with the timetable then go to class later.*

*That is why the timetable must have the right teachers as per T.S.C requirement (Male School Principal 6, September 2019).*

Also, 25% of schools (2 Principals) had employed peer teachers though their names appeared on the list of the non-teaching staff. The list was clearly displayed in the offices. The Principal could identify who, indeed, were peer teachers and not members of the support staff. This was done to conceal their identity especially from M.O.E/T.S.C officials. Furthermore, a Principal mentioned that the names appeared on the list of the non-teaching staff to avoid accounting questions during audits. They were accounted for in terms of payment as part of the non-teaching staff. A Principal remarked:

*In the current situation you need to be smart as a school administrator. The policy does not allow them to be in school yet the schools need them. My school has only 5 T.S.C employed teachers when our current need is at 13. Given our limited funds I can't afford to hire and pay 8 qualified teachers. I would rather have the Form Four leavers who are cheaper to help in teaching but hide them under the non-teaching staff (Female School Principal 7, September 2019).*

Also, 25% of schools (2 Principals) stated that they had employed peer teachers as canteen, library or laboratory workers in the school. Most times they were found in the canteen, laboratory or library. However, they also went to class to teach either during the day or evening hours after the normal working day or over weekends. Whenever a visitor came in, they masqueraded as canteen boys or library/laboratory assistants. The learners,

teachers and non-teaching staff were well aware that these were peer teachers, but for an outsider the title changed. The Principals seemed not to have a problem with this. According to them, the government policy did not allow but they felt they could not do without peer teachers. A B.O.M member expressed the following:

*We are well aware that the government doesn't want peer teachers but we engage them secretly since they help our children in revision and psyche their morale academically (Male School B.O.M member 3, September 2019).*

Another Principal stated:

*T.S.C has become so hard on the issue of Form Four leavers assisting us in schools. So we have decided to use them as canteen boys, library or laboratory assistants, though we allow them to do revision or even teach some lessons in the evening, morning or over the weekend under the guidance of the T.S.C teachers. This is important since it assists in syllabus coverage and revision (Male School Principal 4, September 2019).*

Moreover, 12.5% of schools (1 Principal) mentioned that they had employed peer teachers, though they were not in schools at all times. These teachers only sneaked in to teach their lessons and went back home. They, at times, taught during the normal teaching hours although their names did not appear on the school timetable. On other occasions, they taught at games time, evening preps or over the weekends. This was done

to ensure T.S.C/M.O.E officials did not know their existence in schools since it was illegal. A Principal using this strategy explained:

*There is a very big challenge in terms of revision, motivation and the struggle to get good results. We are forced to bring on board our former students as a motivation and a way of boosting revision though it's not allowed by T.S.C. I have employed four former students who did K.C.S.E last year to assist in teaching. They only sneak in during their lessons, teach and go away. Sometimes, I also give them lessons late in the evening, after games or over the weekends. This is the only way we can get results*  
**(Female School Principal 3, September 2019).**

Lastly, in addition to the above strategies, 50% of schools (4 Principals) also stated cases where peer teachers spent most of their time either in the staffroom, staff houses, library or at their homes. They did not go to class to teach but waited for the regular teachers to teach, administer exams then give to them to mark. Their major role was to expedite the process of marking so that feedback could be given over a short period of time. This was common in National and Extra-County schools interested in improving performance through intensive revision. The peer teachers were used to ease the burden of marking to allow for frequent testing and revision. Therefore, any T.S.C official visiting the school could not find them in class. A principal said:

*We engage peer teachers to only mark our internal exams. Since we do a lot of revision with our candidates through weekly testing, the teachers alone may not be able to mark and revise. Some of the peer teachers stay in school while others stay at home. But when an exam is done they are called to pick the papers, mark very fast and return to enable teachers revise and do another exam. We have been doing this for the last four years and it has really helped the school improve in performance (Male School Principal 5, September 2019).*

From the above scenario in the sampled schools, it was imperative that the enforcement of the T.S.C rules had had an impact on peer teaching. However, peer teaching has not been rooted out in schools; the trends of engaging them are the only ones that have changed. School administrators have devised ways of having them in schools, though hidden in such a way that T.S.C/M.O.E officers monitoring may not be able to identify or notice them.

#### **4.1.7 Performance in K.C.S.E of Students Taught by Peer Teachers**

In response to this section, document analysis (Appendix 13, page 197) was used to collect data on students' performance in KCSE over a period of 8 years and the kind of teachers who taught the candidates. That was whether they were qualified T.S.C teachers (Regular) or peer teachers. The deviation was calculated by getting the difference between the mean of the current year and the previous year. T-test was then applied on all the results for the subjects over the 8 years (the results of classes taught by regular

teachers and those taught by peer teachers in English, Kiswahili, Mathematics, Biology and Chemistry) to establish whether there was a significant difference in performance. A paired t-test at 0.05 level of significance and 2 degrees of freedom was utilized.

In National School 1, National School 2, extra County School 1 and extra County School 2 for the entire period of 8 years (2010-2017), English, Kiswahili Mathematics, Biology and Chemistry were taught by regular teachers. Peer teachers were only brought in to assist in marking of examinations or revision of past papers and examinations. Therefore, their role was not direct teaching which made it difficult to quantify their input in terms of the final K.C.S.E results. However, in CS1, CS2, SCS1 and SCS2 peer teachers were allowed to fully handle the candidate classes. The K.C.S.E results in the 5 subjects are as summarized in Table 4.6.17:



#### 4.1.7.1 English

**Table 4.6.17 -The Performance of English in K.C.S.E**

YEAR	MEAN											
	County School 1	DEV	T	County School 2	DEV	T	Sub County School 1	DEV	T	Sub County School 2	DEV	T
2010	4.91	+0.01	Peer	4.51	-0.03	Peer	3.29	-0.13	Peer	4.22	+0.75	Regular
2011	5.014	+0.10	Peer	4.34	-0.18	Peer	3.44	+0.15	Peer	3.45	-0.75	Regular
2012	4.473	-0.541	Peer	3.44	-0.90	Regular	5.00	-1.56	Peer	4.13	+0.66	Peer
2013	4.141	-0.332	Peer	3.45	+0.01	Regular	5.62	+0.62	Peer	3.40	-0.74	Regular
2014	4.88	+0.74	Peer	4.45	+1.00	Regular	4.73	-0.89	Peer	4.71	+1.32	Regular
2015	4.001	-0.883	Peer	3.64	-0.81	Regular	5.33	+0.42	Regular	3.88	-0.83	Regular
2016	3.775	-0.226	Regular	2.69	-0.95	Regular	3.04	-2.29	Regular	3.02	-0.86	Peer
2017	3.411	-0.36	Regular	3.09	+0.41	Regular	3.39	+0.35	Regular	3.60	+0.57	Regular

Source-Director of Studies Office, September 2019

The results of English for CS1, CS2, SCS1 and SCS2 are summarized in Table 4.6.17. In CS1, positive deviations were noted in 2010, +4.91; 2011, +0.10; and 2014, 0.74 while negative deviations were noted in 2012, -0.541; 2013, -0.32; 2015, -0.883; 2016, -0.226; and 2017, -0.36. Out of the 8 years, 6 were handled by peer teachers where a negative deviation was recorded in 3 and a positive deviation in 3. Similarly, regular teachers handled candidates in 2 years where a negative deviation was recorded in all. But, CS2 had a positive deviation in 2013, +0.01; 2014, +1.00; and 2017, +0.41. While negative deviations were recorded in 2010, -0.003; 2011, -0.18; 2012, -0.9; 2015, -0.81; and 2016, -0.95. Out of the 8 years under study, 6 were taught by regular teachers while 2 were by peer teachers. A positive deviation was realized in 3 years by regular teachers, a negative deviation in 3 years for peer teachers and 2 years for regular teachers. Similarly, in SCS1, a positive deviation was recorded in 2011, +0.15; 2013, +0.62; 2015, +0.61; and 2017, +0.35 while negative deviations were noted in 2010, -0.13; 2012, -1.56; 2014, -0.89; and 2016, -2.29. Regular teachers had a positive deviation in 2 years and a negative in 1 year yet peer teachers had a positive deviation in 2 years and a negative in 3 years. Lastly, in SCS2, positive deviations were noted in 2010, +0.75; 2012, +0.66; 2014, +1.32; and 2017, +0.57 while negative deviations were noted in 2011, -0.75; 2013, -0.74; 2015, -0.83; and 2016, -0.86. In terms of teachers, the regular ones had a positive deviation in 3 years while peer teachers in 1 year. Negative deviations were recorded by regular teachers in 3 years and peer teachers 1 year.

On application of T-test at 0.05 level of significance and 2 degrees of freedom, the calculated T-value was 1.7376 and the critical T-value was 2.920. Since the calculated t-

value was lower than the critical t-value we concluded that there was no significant difference between performance of students taught by peer teachers and those taught by regular teachers in English.

#### 4.1.7.2 Kiswahili

**Table 4.6.18-The Performance of Kiswahili in K.C.S.E**

YEAR	MEAN											
	County School 1	DEV	T	County School 2	DEV	T	Sub County School 1	DEV	T	Sub County School 2	DEV	T
<b>2010</b>	4.625	-0.014	Regular	4.83	-0.53	Peer	3.91	+0.31	Peer	4.84	+0.95	Regular
<b>2011</b>	6.144	+1.52	Regular	5.9	+1.08	Peer	4.01	+0.10	Peer	5.47	+0.63	Regular
<b>2012</b>	5.22	-0.922	Peer	3.37	-2.53	Peer	4.41	+0.40	Regular	4.64	-0.83	Regular
<b>2013</b>	4.93	-0.295	Regular	4.45	+1.07	Peer	3.99	-0.41	Regular	3.93	-0.69	Regular
<b>2014</b>	4.67	-0.26	Regular	4.38	-0.07	Regular	4.64	+0.65	Peer	4.77	+0.82	Peer
<b>2015</b>	4.00	-0.67	Regular	3.60	-0.78	Regular	5.09	+0.45	Peer	5.36	+0.59	Regular
<b>2016</b>	4.18	+0.18	Peer	3.45	-0.15	Regular	3.86	-1.23	Regular	4.23	-1.13	Peer
<b>2017</b>	3.991	-0.19	Peer	3.26	-0.19	Regular	3.13	-0.73	Peer	2.89	-1.34	Regular

**Source-**Director of Studies Office, September 2019

Kiswahili K.C.S.E results for CS1, CS2, SCS1 and SCS2 over a period of 8 years are as summarized in table 4.6.18. CS1 recorded a positive deviation in 2011, +1.52 and 2016, +0.18. However, the rest of the years recorded a negative deviation, 2010, -0.014; 2012, -0.922; 2013, -0.295; 2014, -0.26; 2015, -0.67; and 2017, -0.19. Out of the 3 years handled by peer teachers, 1 recorded a positive deviation and 2 negative, whereas the regular teachers had a positive deviation in 1 and negative in 4. In CS2, a positive deviation was recorded in 2011, +1.08 and 2013, +1.07 while the rest of the years recorded a negative deviation, 2010, -0.53; 2012, -2.53; 2014, -0.07; 2015, -0.78; 2016, -0.15; and 2017, -0.19. Peer teachers recorded a negative deviation in 2 years and a positive deviation in 2 years yet regular teachers recorded a negative deviation in all the 4 years. Also, SCS1 had a positive deviation in 2010, +0.31; 2011, +0.10; 2012, +0.40; 2014 +0.65; and 2015, +0.45. The other years recorded a negative deviation, 2013, -0.41; 2016, -1.23; and 2017, -0.73. Peer teachers recorded a positive deviation in 4 years and a negative in 1 year while regular ones recorded a negative deviation in 2 years and a positive in 1. Lastly, in SCS2, positive deviations were recorded in 2010, +0.95; 2011, +0.63; 2014, +0.82; and 2015, +0.59. A negative deviation was recorded in 2012, -0.83; 2013, -0.69; 2016, -1.13; and 2017, -1.34. Peer teachers realized a positive deviation in 1 year while regular teachers in 3 years. Furthermore, a negative deviation was recorded by peer teachers in 1 year while regular teachers 3 years.

Using T-test, the calculated T-value was 4.4174. The critical T-value at 0.05 level of significance and 2 degrees of freedom was 6.314. Since the calculated t-value was lower than the critical t-value we concluded that there was no significant difference between

performance of students taught by peer teachers and those taught by regular teachers in Kiswahili.

### 4.1.7.3 Mathematics

**Table 4.6.19 –The Performance of Mathematics in K.C.S.E**

YEAR	MEAN											
	County School 1	DEV	T	County School 2	DEV	T	Sub County School 1	DEV	T	Sub County School 2	DEV	T
2010	2.66	+0.33	Peer	1.88	+0.23	Peer	1.10	+0.01	Peer	1.47	-0.22	Peer
2011	2.89	+0.23	Peer	2.52	+0.63	Peer	2.03	+0.93	Peer	2.17	+0.7	Peer
2012	2.11	-0.78	Peer	1.19	-1.33	Peer	1.64	-0.39	Peer	1.87	-0.30	Regular
2013	1.99	-0.12	Peer	1.42	+0.23	Peer	1.89	+0.25	Peer	1.74	-0.16	Regular
2014	2.00	+0.01	Peer	1.43	+0.02	Peer	1.74	-0.15	Peer	1.77	+0.03	Peer
2015	2.37	+0.38	Regular	1.55	+0.11	Peer	2.86	+1.12	Regular	1.80	+0.03	Regular
2016	2.89	+0.52	Regular	1.12	-0.43	Peer	1.59	-1.27	Peer	1.33	-0.47	Regular
2017	2.51	-0.38	Regular	1.57	+0.46	Regular	2.39	+0.80	Peer	1.27	-0.07	Regular

Source-Director of Studies Office, September 2019

In reference to Table 4.6.19, Mathematics in CS1 had a positive deviation in 2010, +0.33; 2011, +0.23; 2014, +0.01; 2015, +0.38; and 2016, +0.52. Negative deviations were realized in 2012, -0.78; 2013, -0.12; and 2017, -0.38. Classes handled by peer teachers recorded a positive deviation in 3 years and a negative in 2 years while those handled by regular teachers had a positive in 2 years and a negative in 1. Equally, in CS2, a positive deviation was recorded in 2010, +0.23; 2011, +0.63; 2013, +0.23; 2014, +0.02; 2015, +0.11; and 2017, +0.46. Negative deviations were realized in 2012, -1.33 and 2016, -0.43. In the 8 years, peer teachers recorded a positive deviation in 5 and a negative in 2 whereas regular teachers had a positive deviation in 1. Also, in SCS1, a positive deviation was realized in 2011, +0.93; 2013, +0.25; 2015, +1.12; and 2017, +0.80, Negative deviations were realized in 2010, -0.01; 2012, -0.39; 2014, -0.15; and 2016, -1.27. Peer teachers recorded a positive deviation in 4 years and a negative in 3 years, whereas regular teachers recorded a positive in 1 year. Lastly, in SCS2, a positive deviation was realized in 2011, +0.70; 2014, +0.03; and 2015, +0.03. Negative deviations were realized in 2010, -0.22; 2012, -0.30; 2013, -0.16; 2016, -0.47; and 2017, -0.07. Positive deviations were recorded by peer teachers in 2 years and 1 year for regular teachers. Peer teachers had negative deviations in 1 year while regular teachers in 4 years.

Using T-test to calculate whether there was any significant difference in performance of students taught by peer teachers and those taught by regular teachers, it indicated that the calculated T-value was 8.2045 and the critical T-value at 0.05 level of significance and 2 degrees of freedom was 2.920. Since the calculated t-value was higher than the critical t-



value we concluded that there was a significant difference between the performance of students handled by peer teachers and those handled by regular teachers in Mathematics.

#### 4.1.7.4 Biology

**Table 4.6.20-The Performance of Biology in K.C.S.E**

YEAR	MEAN											
	County School 1	DEV	T	County School 2	DEV	T	Sub County School 1	DEV	T	Sub County School 2	DEV	T
<b>2010</b>	3.16	+0.17	Regular	2.82	-0.12	Peer	3.50	-0.56	Peer	2.63	-0.07	Peer
<b>2011</b>	3.33	+0.17	Regular	3.45	+0.64	Peer	2.99	-0.51	Peer	3.19	+0.57	Peer
<b>2012</b>	2.89	-0.45	Regular	2.22	-1.23	Peer	3.01	+0.02	Peer	3.32	+0.13	Peer
<b>2013</b>	3.01	+0.13	Peer	2.69	+0.47	Peer	3.76	+0.75	Peer	3.59	+0.18	Regular
<b>2014</b>	3.47	+0.46	Peer	2.61	-0.08	Peer	4.68	+0.92	Peer	3.88	+0.29	Regular
<b>2015</b>	3.11	-0.36	Peer	2.65	+0.04	Regular	5.57	-0.89	Regular	3.30	-0.58	Regular
<b>2016</b>	2.91	-0.21	Regular	1.67	-0.98	Regular	2.61	-2.96	Regular	2.45	-0.85	Peer
<b>2017</b>	2.78	-0.13	Regular	1.70	+0.03	Regular	2.61	+0.001	Regular	1.48	-0.97	Regular

**Source-Director of Studies Office, September 2019**

According to Table 4.6.20, the performance of Biology in CS1 had a positive deviation in 2010, +0.17; 2011, +0.17; 2013, +0.13; and 2014, +0.46. Negative deviations were in 2012, -0.45; 2015, -0.36; 2016, -0.21; and 2017, -0.13. Out of the 5 years taught by regular teachers, 2 recorded a positive deviation while 3 had a negative. But, peer teachers had a positive deviation in 2 and a negative in 1. However, in CS2, positive deviations were recorded in 2011, +0.64; 2013, +0.47; 2015, +0.04; and 2017, +0.03 while negative deviations were in 2010, -0.12; 2012, -1.23; and 2016, -0.98. Regular teachers had a positive deviation in 2 years and a negative one in 1 year while peer teachers had a positive deviation in 2 years and a negative in 3. Similarly, in SCS1, positive deviations were recorded in 2012, +0.02; 2013, +0.75; 2014, +0.92; 2015, +0.89; and 2017, +0.001. Negative deviations were in 2010, -0.56; 2011, -0.51; and 2016, -2.96. Regular teachers had a positive deviation in 3 years while peer teachers in 2 years. Also, regular teachers had a negative deviation in 1 year and peer teachers had it in 2 years. Lastly, in SCS2, positive deviations were recorded in 2011, +0.57; 2012, +0.13; 2013, +0.18; and 2014 +0.29 while negative deviations were in 2010, -0.07; 2015, -0.58; 2016, -0.85; and 2017, -0.97. Peer and regular teachers each recorded a positive deviation in 2 years whereas a negative deviation was realized for both in 2 years.

On application of T-test, the calculated T-value was 0.9941 and the critical T-value at 0.05 level of significance and 2 degrees of freedom was 2.920. Since the calculated t-value was lower than the critical t-value we concluded that there was no significant difference between performance of students taught by peer teachers and those taught by regular teachers in Biology

#### 4.1.7.5 Chemistry

**Table 4.6.21-The Performance of Chemistry in K.C.S.E**

YEAR	MEAN											
	County School 1	DEV	T	County School 2	DEV	T	Sub County School 1	DEV	T	Sub County School 2	DEV	T
<b>2010</b>	2.61	+0.46	Regular	2.41	+0.11	Peer	2.77	-0.24	Peer	2.63	+0.30	Regular
<b>2011</b>	2.35	-0.26	Peer	2.49	+0.07	Peer	2.90	+0.12	Peer	3.06	+0.43	Peer
<b>2012</b>	2.78	+0.43	Peer	2.12	-0.36	Peer	3.11	+0.22	Peer	2.70	-0.35	Regular
<b>2013</b>	2.92	+0.14	Regular	2.06	-0.06	Peer	2.99	-0.12	Peer	2.30	-0.40	Regular
<b>2014</b>	3.12	+0.2	Peer	2.26	+0.2	Peer	3.80	+0.82	Regular	2.91	+0.61	Peer
<b>2015</b>	2.65	-0.48	Peer	2.34	+0.08	Peer	4.52	-0.72	Regular	2.19	-0.72	Peer
<b>2016</b>	2.81	+0.16	Regular	1.42	-0.92	Peer	2.08	-2.45	Regular	1.71	-0.48	Regular
<b>2017</b>	2.78	-0.02	Regular	1.56	+0.14	Peer	2.41	+0.33	Regular	1.45	-0.26	Regular

**Source-Director of Studies Office, September 2019**

In relation to Table 4.6.21, the performance of Chemistry in CS1 had negative deviations in 2011, -0.26; 2015, -0.48; and 2017, -0.02. However, positive deviations were witnessed in 2010, +0.46; 2012, +0.43; 2013, +0.14; 2014, +0.02; and 2016, +0.16. Regular teachers had a positive deviation in 3 years and a negative in 1 year while peer teachers had a positive deviation in 2 years and a negative in 2 years respectively. Also, CS2 recorded a negative deviation in 2012, -0.36; 2013, -0.06; and 2016, -0.92 while positive deviations were witnessed in 2010, +0.11; 2011, +0.07; 2014, +0.20; 2015, +0.8; and 2017, +0.14. All the classes in CS2 for all the 8 years were taught by peer teachers. In addition, SCS1 had a negative deviation in 2010, -0.24; 2013, -0.12; and 2016, 2.45 whereas a positive deviation was witnessed in 2011, +0.12; 2012, +0.22; 2014, +0.82; 2015, +0.72; and 2017, +0.33. A positive deviation was realized by regular teachers in 3 years while peer teachers had it in 2 years. Equally, a negative deviation was recorded by regular teachers in 1 year but 2 years for peer teachers. Lastly, SCS2 recorded negative deviations in 2012, -0.35; 2013, -0.40; 2015, -0.72; 2016, -0.48; and 2017, -0.26 while positive deviations were witnessed in 2010, +0.30, 2011, +0.43; and 2014, +0.61. The regular teachers had a positive deviation in 2 years while peer teachers had it in 1 year. A negative deviation was recorded by regular teachers in 4 years while peer teachers in 1 year.

On application of T-test, the calculated T-value was 2.5369 and the critical T-value at 0.05 level of significance and 2 degrees of freedom was 6.314. Since the calculated t-value was lower than the critical t-value we concluded that there was no significant

difference between performance of students taught by peer teachers and those taught by regular teachers in Chemistry.

In summary, Form Four classes were handled by either peer teachers or regular teachers. However, there were so many cases where classes were taught by both the regular teachers and the peer teachers. In such cases, peer teachers were doing revision or given some topics to re-teach. Therefore, it became impossible to attribute the results to the peer teachers alone. The application of T-test on the performances of English, Kiswahili, Mathematics, Biology and Chemistry in CS1, CS2, SCS1 and SCS2 over a period of 8 years, revealed that there was only a significant difference between classes taught by peer teachers and those taught by regular teachers in Mathematics. This confirmed Lazarus (2014) assertions that peer teaching had been researched on as an effective strategy to engage students and promote academic success. It improved performance in Mathematics for students at risk or those who experienced difficulties in Mathematics. This finding also concurred with Philip and Council (2010) and Romano and Walker (2010) who observed that peer tutoring had an effect on students' performance. The rest of the subjects: English, Kiswahili, Biology and Chemistry did not have any significant difference.

## **4.2. The Selection Criterion of Peer Teachers and Adherence to Standards of Teacher Competence in Secondary Schools in the Western Region-Kenya**

The objective of this section was to establish whether the selection criterion for peer teachers adhered to standards of teacher competence in secondary schools in selected Counties in Western region, Kenya. In response to this objective, Questionnaires (Appendix 1 section C, page 179, Appendix 2 section B, page 182, Appendix 3 section B, page 185, and Appendix 4 section B, page 187) and Interviews (Appendix 5 question 4, page 189, Appendix 6 question 8, page 190, Appendix 7 question 5, page 191, Appendix 8 question 6, page 192, Appendix 9, question 4, page 193 and Appendix 11, question 4, page 195) were used to collect data from students, peer teachers, regular teachers, H.O.Ds, Principals, Parents, Education Officers and B.O.M members. The information obtained was analyzed in two categories:

### **4.2.1 Selection Criterion of Peer Teachers and Adherence to Standards of Teacher Competence in Secondary Schools in Western Region**

The selection criterion of peer teachers in Western region was school-based but the methods used varied from one school to another. However, the absence of a clear, standard and uniform recruitment structure could result into ineffectiveness. This could undermine the outcome, resulting into ineffective staff (Makori and Onderi, 2013). In the Kenyan context, recruitment of secondary school teachers was decentralized and demand driven. However, the whole process was managed and controlled by T.S.C. Quality education ought to fit the present and future needs of the particular learners in question

and the community, given the particular circumstances and prospects. A good teacher recruitment policy should therefore enshrine such a notion (Maithya and Akala, 2014). Therefore, it is expected that the recruitment of peer teachers should be above board and aimed at getting the best to serve the interests of the learner and the school.

From the respondents, it emerged that there were certain factors/criterion/qualifications that schools considered before identifying a former student to be employed as a peer teacher. Those areas of consideration were as summarized in Table 4.7.1



**Table 4.7.1 Selection Considerations/Factors/Qualifications for Peer Teachers**

N O.	Consideration/Requirement	Peer teacher		Regular teachers		Head of Department		Principals		B.O.M		Parents Association		Students		County Director-TSC	
		F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
1	Student discipline	32	91%	35	94%	7	91%	8	100%	14	87%	14	93%	720	91%	0	0%
2	Student performance	33	96%	36	98%	7	96%	8	100%	16	100%	15	100	791	100%	0	0%
3	Knowledge of co-curricular	12	34%	6	18%	2	29%	4	50%	2	14%	5	32%	522	66%	1	25%
4	Tribe/Clan	1	3%	7	20%	0	0%	0	0%	5	30%	3	20%	348	44%	1	25%
5	Family background	16	44%	27	72%	5	58%	7	87%	10	61%	8	55%	609	77%	1	25%
6	Qualification to join university	21	61%	37	100%	7	96%	8	100%	16	100%	15	100%	744	94%	0	0%
7	Relationship with the school administration	7	21%	14	39%	2	25%	0	0%	0	0%	4	27%	348	44%	0	0%
	<b>TOTAL</b>	<b>122</b>	<b>50%</b>	<b>162</b>	<b>63%</b>	<b>30</b>	<b>56%</b>	<b>35</b>	<b>62%</b>	<b>63</b>	<b>56%</b>	<b>64</b>	<b>61%</b>	<b>4,082</b>	<b>74%</b>	<b>3</b>	<b>11%</b>

**Source:** Questionnaires for peer teachers, students, regular teachers and H.O.Ds, **September 2019**

In relation to table 4.7.1, 91% of peer teachers, 94% of regular teachers, 91% of H.O.Ds, 93% of parents and 91% of students indicated that their schools considered the discipline of their former students before selecting them as peer teachers. 96% of peer teachers, 98% of regular teachers, 96% of H.O.Ds, 100% of Principals, 100% of B.O.M members, 100% of parents and 100% of students, indicated that they considered the students' K.C.S.E performance. 34% of peer teachers, 18% of regular teachers, 29% of H.O.Ds, 50% of Principals, 14% of B.O.Ms members, 32% of parents, 66% of students and 25% of TSC County Directors indicated that they considered knowledge of co-curricular activities. While 03% of peer teachers, 20% of regular teachers, 30% of B.O.M, 20% of parents 44% of students and 25% of TSC County Directors, indicated that the tribe or clan was a key consideration. However, 44% of peer teachers, 72% of regular teachers, 58% of H.O.Ds, 87% of Principals, 61% of B.O.M members, 55% of parents, 77% of students and 25% of TSC County Directors, identified the students' family background as a major consideration. Similarly, 61% of peer teachers, 100% of regular teachers, 96% of H.O.Ds, 100% of Principals, 100% of B.O.M members, 100% of parents and 94% of students, indicated that they considered qualification to join University. 21% of peer teachers, 39% of regular teachers, 25% of H.O.Ds, 27% of parents and 44% of students, indicated that the key consideration was the students' relationship with the school administration/B.O.M.

In relation to the above, it was quite certain that there was no clear or standard qualification among all the sampled schools for a former student to be recruited as a peer teacher. Each school had its own requirements/qualifications, tailored to meet their needs.

This contravened Hendrick (2011) finding, that for effective recruitment of personnel in any organization, there must be standard requirements/qualifications which are universal and in the public domain. However, student discipline, performance and qualification to join University were identified by all the respondents to be major considerations. This was clearly articulated by a Principal:

*We recruit and employ peer teachers for different purposes. Some of us do it because we have a teacher shortage and cannot afford to pay the qualified teachers due to the size of our school; others recruit them to train co-curricular, others to assist in marking, others to act as role models while others to help the needy poor but bright students raise funds/pocket money to join college. Therefore, we can't have similar qualifications. Each of our schools does it for their own purpose* (**Female School Principal 7, September 2019**)

Apart from the above requirements, schools had set/established varied procedures of selecting/recruiting peer teachers. Based on the respondents, there were 5 selection/recruitment procedures that were widely mentioned. The first selection procedure involved single handed selection by the Principal. This was indicated by 37.5 % (3 schools) out of the 8 sampled schools. It was the Principal who looked around, chose and informed the staff and the B.O.M about those selected to teach in the school after the release of K.C.S.E results. Sometimes, the Principal could consult some teachers, the Deputy Principal or students before making a decision. A Principal remarked:

*As a Principal of the school I know all these students, their behaviour and abilities. Therefore, when I select I go for the one I feel can best serve the needs and interests of the school at that moment (Male School Principal 1, September 2019).*

While another Principal commented:

*I take time to assess the needs of the school for the whole year. Then assess our candidates' ability for the four years we have been with them as students in the school. I then eventually choose whoever can serve our needs at that time (Male School Principal 8, September 2019).*

Secondly, 25% (2 schools) out of the sampled schools had an adhoc panel, established towards the end of every year to vet and identify students to be selected. The names so vetted and approved were handed over to the Principal for consideration. This panel comprised of the Deputy Principal as the Chair, the Heads of Departments who had a need and the Guidance and counselling master. The panel identified several students who had qualified, according to the standard qualifications set by the school, analyzed their strengths and weaknesses, then selected the ones they thought would best serve the school's needs.

However, 12.5% (1 school) indicated that selection was done through a verbal process which involved the Principal initiating a talk in the staffroom where teachers deliberated and gave name/names of those they thought could assist. The Principal could as well ask individual teachers on whom to retain after examinations. A Principal stated;

*This thing doesn't require a lengthy process. You just initiate a talk with teachers in the staffroom then in a very short time they will give you the student to select as a peer teacher depending on the need at that time. They know the learners and their abilities since they interact with them on a daily basis* **(Male School Principal 6, September 2019).**

Equally, 25% (2 schools) used departmental selection as a way of recruiting peer teachers. The department in need of a peer teacher was allowed to convene a meeting, deliberate and forward to the Principal the name of a student they wished retained to assist them. A Principal retorted:

*This is the best way to go. Let the department in need pick the one they think can serve them better. If its games, Languages or sciences allow them to pick the one they feel is best suited for the job because they know all their good students in that area* **(Male School Principal 1, September 2019).**

Lastly, 6.7% of H.O.Ds, 12% of regular teachers, 8.1% of students and 6.2% of peer teachers indicated in their questionnaires that the selection of peer teachers was based on the relationship they had either with the Principal, B.O.M members, Deputy Principal or even some teachers. According to them, selection was not based on merit but influenced by their relatives who were holding senior positions in the school. The recruitment procedures for peer teachers discussed above deviate from Syamala and Rao (2014)

assertion that recruitment procedures, as functions of human resource management, should have very minimal variations. Organizations should endeavour to establish recruitment procedures that ensure uniformity and are utilized by all. These procedures can only be varied after wide consultations.

In Kenya, the selection/recruitment of Secondary school teachers is vested in the Teachers' Service Commission. The Teachers Service Commission Act 2015 stipulates the minimum qualifications for one to be recruited as a secondary school teacher and the rules/procedure to be followed. According to the T.S.C Act 2015, for one to qualify to be a secondary school teacher they should have:

*A minimum mean grade of C+ at K.C.S.E and a minimum mean grade of C+ in each of the teaching subjects. For graduate teachers a Bachelor of Education degree with 2 teaching subjects or a Bachelor of Science or Arts with Education degree with two teaching subjects. Diploma teachers, a Diploma in Education from a recognized teacher training institution with a minimum grade of C+ at K.C.S.E and with at least C+ or credit pass in the two teaching subjects. While Technical teachers should have a minimum grade of C+ at K.C.S.E, Bachelor of Education Technology or Bachelor of Science in any relevant subject, Higher Diploma in a technical course, Diploma in a technical course plus a Diploma from Kenya Technical Teachers College or Post*

*graduate Diploma in Education from a recognized institution*  
**(T.S.C Act, 2015).**

Apart from the above academic and professional requirements, one should be a Kenyan citizen, below 45 years of age, registered as a teacher as per the T.S.C Act 2012 and have original professional and academic certificates

The recruitment subcommittee should comprise of the Chairperson of the Board of Management as the Chair of the sub-committee, Head teacher of the institution as the Secretary of the Committee, two other members of the Board of Management as members of the sub-committee, Deputy head teacher as a member, subject teacher (preferably head of the subject) as a member and a representative of the Teachers Service Commission. (TSC, 2002).

The available vacancies are advertised and qualified candidates expected to submit their applications online. A date is set and all applicants invited to appear. The panel interviews all of them and ranks them accordingly. The scoring areas include the year of graduation, level of education, Diploma or degree, class of the degree or diploma, co-curricular activities and communication. The candidate who emerges position 1 is picked and allowed to fill the employment forms. However, the details of the top 3 are forwarded to the T.S.C Headquarters together with the minutes of the subcommittee. TSC after verification of the candidates' documents, scores and subcommittee minutes, issues an appointment letter to the deserving teacher.

In conclusion, the selection of peer teachers in the Western region of Kenya completely flouts the legally established procedures for recruitment of teachers by the T.S.C. Act 2015. Whereas the Act talks about professional and academic qualifications being a key consideration, the recruitment of peer teachers focuses on discipline, good performance in K.C.S.E and qualification to join University. Also, the recruitment process for peer teachers is not in tandem with the T.S.C expectations. But, peer teachers are recruited either by the Principal single handedly, at departmental level under the H.O.Ds or through informal staffroom discussions. T.S.C positions are advertised and qualified teachers apply while peer teachers positions are a reserve of the Principal and teachers. The vacancies are never advertised. Therefore, there is total disregard of the T.S.C guidelines in the recruitment of peer teachers which results into a compromise of the established standards of teacher competence. Kumar and Gupta (2014) argued that recruitment and selection practices always affect an organizations outcome. Therefore, for effectiveness, these processes should strictly adhere to the requirements and procedures established by the organization. This was further reaffirmed by Djabatey (2012) that the continued growth and productivity of an organization depends on its ability to recruit and select high quality personnel at all levels using uniform standard procedures. This would increase the likelihood of hiring individuals who possess the right skills and abilities to be successful at their jobs (Walker, 2009). The recruitment of peer teachers which goes against the T.S.C established procedures may compromise the quality of the individuals recruited, resulting into poor quality teaching.



### **4.3. Perceptions of Education Stakeholders towards Peer Teachers.**

The third objective was to assess the perceptions of education stakeholders towards peer teachers and implications for adherence to standards of teacher competence in Secondary schools in selected Counties in Western region, Kenya. In response to this objective, Questionnaires, (Appendix 1 section C, page 179, Appendix 2 section C, page 183, Appendix 3 section C, page 185 and Appendix 4 section C, page 188) and Interviews schedules (Appendix 5 question 8, page 189, Appendix 6 question 7, page 190, Appendix 7 question 9, page 191 Appendix 8 question 7, page 192, Appendix 9 question 5-6, page 193, Appendix 10 question 4, page 194, Appendix 11 question 5, page 195 and Appendix 12 question 5-6 page 196 ) were used to collect data on the perceptions towards peer teachers from students, peer teachers, regular teachers, H.O.Ds, Principals, parents, Education Officers and B.O.M members. The respondents were asked to state whether they supported the utilization of peer teachers in secondary schools and their responses were as summarized in Table 4.8.1:

**Table 4.8.1 Summary of Responses on Perceptions towards Peer Teachers**

No .	RESPONDENTS	Population	No. Supporting	%	No. against	%
1	Students	791	727	91.91%	64	8.08%
2	Peer teachers	35	35	100.00%	0	0.00%
3	Regular teachers	37	24	64.86%	13	35.14%
4	Head of Department	8	7	87.50%	1	12.50%
5	Principals	8	8	100.00%	0	0.00%
6	Parents	15	10	66.67%	5	33.33%
7	Board of Management members	16	11	68.75%	5	31.25%
8	Education Officers	4	0	0.00%	4	100.00%
	<b>TOTAL</b>	<b>914</b>	<b>822</b>	<b>89.93%</b>	<b>92</b>	<b>10.07%</b>

**Source:** Questionnaires for peer teachers, students, regular teachers and H.O.Ds,

### **September 2019**

In reference to Table 4.8.1, 727 students (91.91%) out of 791 sampled supported the issue of peer teaching. They indicated that they understood better when taught by a peer teacher than by a regular teacher. To them, the peer teacher was approachable, patient and willing to help the learners as compared to the regular teacher. These findings concurred with Behlol, Akbar and Hukamdad (2018) who found out that, in some way, peer teaching raised the level of students' interest in school. Saleem (2010) emphasized the same that a positive relationship between students and teachers, through peer teaching improved students' attitudes about school and their desire to learn. This reiterated the support that peer teaching had received from students. But, the 64 (8.08%) who didn't like peer teachers complained that their mastery of content was wanting and that they favoured some learners in their teaching.

Given specific thematic areas to respond to in terms of whether they liked or disliked peer teachers, students' responses were as summarized in Table 4.8.2:

**Table 4.8.2 Responses of Students on whether they Liked or Disliked Peer Teachers**

ISSUE	Population	No. that LIKE %	% that like	No. that Dislike	% that Dislike
Teaching approach	791	705	89.13%	86	10.87%
Revision style	791	570	72.06%	221	27.94%
Interaction with students	791	744	94.06%	47	5.94%
Ability to Motivate	791	522	65.99%	269	34.00%
Coaching co-curricular	791	371	46.90%	420	53.09%
Availability	791	719	90.89%	72	9.10%
<b>TOTAL</b>	<b>4,746</b>	<b>3,631</b>	<b>76.50%</b>	<b>1,118</b>	<b>23.55%</b>

**Source:** Questionnaire for students, **September 2019**

As per Table 4.8.2, 89.13% of students liked the peer teachers teaching approach, 72.06% liked the revision style, 94.06% their interactions with learners, 65.99% ability to motivate, 46.90% mode of coaching co-curricular activities and 90.89% their availability. However, 10.87% disliked their teaching ability, 27.94% revision style, 5.94% interaction with students, 34.00% ability to motivate, 53.09% ability to train co-curricular activities and 9.10% their availability. Based on the responses summarized in Table 4.8.2, majority of the learners liked the peer teachers in the areas listed, except their mode of coaching co-curricular activities which 53.09% disliked.

Consequently, the peer teachers were asked to indicate their assessment of the feelings of students, regular teachers, H.O.Ds, Principals, Parents, B.O.M members and Education officers towards their teaching. The summary of those perceptions is as indicated in Table 4.8.3,

**Table 4.8.3 Peer Teachers' Assessment of the Perceptions of Stakeholders towards them**

S/NO	RESPONDENTS	FEELINGS			
		No. that Liked	% that liked	No. that Disliked	% that Disliked
1	Students	34	97.14%	1	2.86%
2	Regular teachers	30	85.71%	5	14.29%
3	Heads of .Department	32	91.42%	3	8.57%
4	Principal	35	100.00%	0	0.00%
5	Parents	31	88.57%	4	11.43%
6	Board of Management	26	74.29%	9	25.71%
7	Education officers	0	0.00%	35	100.00%
	<b>TOTAL</b>	<b>188</b>	<b>76.59%</b>	<b>57</b>	<b>23.41</b>

**Source:** Questionnaire for peer teachers, **September 2019**

According to peer teachers, as indicated in Table 4.8.3, 97.14% of students, 85.71% of regular teachers, 92.42% of H.O.Ds, 100% of Principals, 88.57% of parents, 74.29% of B.O.M members liked their teaching roles in schools. While 2.86% of students, 14.29% of regular teachers, 8.57% of H.O.Ds, 11.43% of parents, 25.71% of B.O.M members and 100% of Education Officers disliked their teaching roles in schools.

However, 60.54% (24 teachers) supported the issue of peer teaching. They explained that peer teachers were a motivation to the rest of the learners. They could explain issues from the point of view of the learners. They were open and free in interactions and were available to serve at any given time, including odd hours. This concurred with Oloo (2016) findings that learners understood better when taught by peer teachers since they explained concepts in a simpler and understandable manner. Also, they could be asked questions and give explanations more freely, interact and discuss openly without fear. Therefore, they supported the use of peer teachers. However, 39.46% (13 teachers) were against the use of peer teachers. They indicated that they were unqualified. They had no

content in the subject area and their utilization watered down the teaching profession which made it look like anybody, even without training, could teach. Thus, they didn't support their being employed by schools. A teacher commented:

*This young boys and girls should not be allowed to teach in secondary schools. They have not gone to any college to train, as well even the subjects they are teaching they do not understand them at all. You cannot claim that the students I taught some two months ago can now join me in teaching just because they passed exams. The teaching profession has to be taken seriously. Let's not make it look like no knowledge or professional skill is needed in teaching. (Male School Teacher 6, September 2019)*

But, 87.5 % (7) of H.O.Ds indicated that they supported the use of peer teachers. They explained that they assisted in revision and syllabus coverage, helped reduce the work load for the regular teachers and acted as role models by giving hope to the candidates that it was possible to pass. A H.O.D stated:

*Peer teachers greatly help in revision, syllabus coverage and role modelling since they work round the clock including weekends and students emulate them. During revision they interact with learners as age mates resulting into maximum benefits (Female School Head of Department 7, September 2019).*

Vassey (2010) conducted a research among college students and concluded that peer teaching affected the intellectual and moral values of students, resulting into positive

characters. But, 12.5% (1) of H.O.Ds were against peer teachers claiming that they misled learners since their content in the subject was limited. They also lowered the stature of the teaching profession by creating the impression that anybody could teach.

Another H.O.D claimed:

*These peer teachers have no idea of what teaching entails. In the first place they have not mastered the subject content. So it's very wrong to entrust such people with the responsibility of teaching what they do not know (Male School Head of Department 4, September 2019).*

However, all the Principals were in support of the use of peer teachers. They argued that it was important for the learners to hear from one of their own. This made learning more enjoyable and gave hope to the students that they too could make it. Oloo (2016) argued that peer teaching ought to be embraced as a teaching method in schools to enhance students' feeling of success. Moreover, there was teacher shortage in schools and limited funds available to hire teachers. According to the Principals, peer teachers were the cheaper option. A Principal remarked:

*My school is very small and the fee payment is very poor. Yet we only have 4 TSC teachers. We can't afford to pay University graduates. But our own students have been helping us and we only pay them four thousand. They are the best for a school like ours (Male School Principal 8, September 2019)*

Another Principal stated:

*I support the use of peer teachers since our students seem to listen more and get motivated when talked to by their peers. Equally for good results you have to do a lot of revision through exams which cannot be possible with the regular teachers. Peer teachers have to come in and assist in marking the extra-exams and revising*  
**(Male School Principal 1, September 2019).**

Also, 66.66% (10) of parents were in support of peer teacher utilization. They claimed that their children benefited more and even developed a liking for school and the subjects taught by peer teachers. This assertion concurred with Whiteman's (2018) finding that peer teaching made learning more effective and interesting. A parent observed:

*Our children are very happy and they keep on reporting to us of how Mathematics has become easier and understandable because their former school mates take time to explain while teaching*  
**(Male School Parent 5, September 2019).**

However, 33.34% (5) of parents were against the use of peer teachers. They claimed that regular teachers were taking advantage of this to avoid their responsibility in school. They abandoned candidates to former students who were not qualified and, instead, relaxed in school to attend to other less important issues. Also, they argued that this was a waste of funds that could be used to develop the school. A parent commented:

*How can you entrust the responsibility of teaching in a young man who has just finished school? Do they know how to teach? Just by*

*virtue that they passed their exams does not qualify them to be teachers. I believe schools are joking and gambling with education (Female School Parent 2, September 2019).*

Similarly, all the Teachers Service Commission County Directors interviewed were against the use of peer teachers. They argued that this was against the TSC Code of Conduct 2015 and the Basic Education Act 2013 which stipulated who should teach in secondary schools. They noted that any school so far engaging peer teachers was going against the Act and should be punished if found out. They cautioned Principals against the use of peer teachers. One TSC-CD emphasized:

*It is illegal to engage Form Four leavers as teachers. If a school has a shortage let them inform TSC offices to make arrangements for recruitment. However, they can engage qualified and registered teachers on B.O.M terms if they so wish. Any school or Principal found engaging unqualified or unregistered teachers will have gone against the law and will be dealt with accordingly (Male County Director TSC 4, September 2019).*

For B.O.M members, 68.75% (11) supported the use of peer teachers. They argued that it was the best way to bring reality to the learners and assure them that the fruits of good performance can be immediate. Also, learners listened, believed and retained more when taught by their peers. However, they cautioned that there should be very close supervision and guidance of the peer teachers since their experience in teaching was limited. But, 31.25% (5) were against the use of peer teachers. They believed that this



was an escapist approach to teacher shortage. Instead of facing the reality and finding a solution, schools were seeking short cuts which were detrimental to the established teacher competence standards. One B.O.M member argued:

*This issue of employing peer teachers is very wrong. A young man who has completed school doesn't know or understand teaching. Therefore you can't entrust them with the responsibility of teaching others. Just imagine taking a Form Four leaver to a hospital to treat patients just because he passed exams. Our children are being given a raw deal in education and the teaching profession is being demeaned. Let's allow professionals to do their work (Male School B.O.M member 10, September 2019).*

#### **4.3.1 Factors contributing to the utilization of peer teachers**

Through Questionnaires (Appendix 1 Section C question 3, page 179, Appendix 2 section C, page 183, Appendix 3 section C 2, page 186, and Appendix 4 Section C question 4, page 188) and Interview schedules (Appendix 5 question 11, page 189, Appendix 6 question 5, page 190, Appendix 7 question 10, page 191, Appendix 8 question 7, page 192, Appendix 9 question 5, page 193, Appendix 10 question 4, page 194 and Appendix 11 question 5, page 195) the researcher sought to find out the reasons why schools chose to employ peer teachers when there were so many trained and qualified teachers. The respondents (peer teachers, regular teachers, H.O.Ds, Principals, parents, B.O.M

members and Education Officers) gave different reasons as to why schools engaged peer teachers. These are summarized in Table 4.8.4:

**Table 4.8.4 Summary of the Reasons Why Schools Employ Peer Teachers**

NO	Factor/ Reason	Peer teacher		Students		Teachers		H.O.Ds		Principal		Parents		B.O.M		Education officers	
1	Cost of hiring	32	91%	0	0%	30	81%	8	100%	4	100%	14	93%	15	94%	4	100%
2	Role modeling	34	97%	723	91%	36	97%	7	88%	3	75%	13	87%	15	94%	3	75%
3	Performance	33	94%	743	94%	37	100%	7	88%	4	100%	12	80%	14	87%	4	100%
4	Availability	23	66%	0	0%	33	89%	7	88%	3	75%	14	93%	14	87%	4	100%
5	Free interactions	20	57%	791	100%	30	81%	7	88%	3	75%	14	93%	15	94%	3	75%
6	Appreciation	30	86%	791	100%	36	97%	8	100%	4	100%	15	100%	16	100%	3	75%
7	Commitment	23	66%	704	89%	32	86%	6	75%	4	100%	13	87%	15	94%	2	50%
8	Marking/Revision	30	86%	680	86%	33	89%	8	100%	3	75%	14	93%	15	94%	3	75%
9	Community involvement	4%	11%	427	54%	30	81%	5	63%	4	100%	15	100%	15	94%	1	25%
10	Teacher shortage	19	54%	609	77%	37	100%	7	88%	3	75%	14	93%	16	100%	3	75%
	<b>TOTAL</b>	<b>248</b>	<b>71%</b>	<b>5468</b>	<b>69%</b>	<b>334</b>	<b>90%</b>	<b>70</b>	<b>80%</b>	<b>36</b>	<b>88%</b>	<b>138</b>	<b>92%</b>	<b>150</b>	<b>94%</b>	<b>30</b>	<b>75%</b>

**Source:** Questionnaire for peer teachers, students, regular teachers and H.O.Ds, **September 2019**

In reference to Table 4.8.4, 91% of peer teachers, 81% of regular teachers, all H.O.Ds, all Principals, 93% of parents, 94% of B.O.M members and all Education Officers, indicated that schools hired peer teachers because they were cheaper in terms of payment. Their salaries were much lower, as compared to those paid to qualified teachers. In the 8 sampled schools the salaries ranged between Ksh 3,000 to Ksh 10,000. Some peer teachers were even serving for free as volunteers. However, qualified/trained teachers were more interested in schools where they could earn a good pay, hence difficult for schools to get and retain them. A Principal claimed:

*We employ peer teachers because they are cheaper. Some of our schools have very serious financial challenges. Fee payment is very poor until as a Principal you are sometimes forced to use your own salary to buy the basics. This makes it very hard to engage the trained teachers who expect a salary equivalent to their qualification* **(Female School Principal 7, September 2019)**

Another Principal commented:

*Peer teachers are the best to engage. They do not raise many issues over pay. They accept what the school offers them (Male School Principal 3, September 2019).*

According to 97% of peer teachers, 91% of students, 97% of teachers, 88% of H.O.Ds, 75% of Principals, 87% of parents, 94% of B.O.M members and 75% of Education Officers, peer teachers were looked at as role models to the rest of the school. The schools employed them to psyche up the other students so that they could work hard to pass their exams. Their presence in school was also meant to show the rest of the school that people who passed were not special or unique. They were ordinary, disciplined students who worked hard. They were also given a chance to interact and advise the rest of the school. The students were expected to learn and emulate what the peer teachers were doing as students in order to pass.

94% of peer teachers, 94% of students, 100% of teachers, 88% of H.O.Ds, 100% of Principals, 80% of parents, 87% of B.O.M members and all Education Officers claimed that schools employed peer teachers with the hope that they could improve their performance in K.C.S.E. This was more prevalent in National and Extra-County schools. Peer teachers were utilized for revision and marking after completion of the syllabus. They focused their time on the candidates from very early in the morning up to very late in the evening. Some even came to school over the weekends to revise with the

candidates. It was believed that this intensive revision and testing could give the candidates an upper hand during exams. A Principal commented:

*Revision for K.C.S.E candidates is a very involving exercise. It needs a lot of commitment and manpower of which regular teachers alone could not manage. We bring in the peer teachers to assist in marking so that we give immediate feedback and do as many papers as possible (Male School Principal 1, September 2019).*

Another mentioned:

*We do complete exams every week, peer teachers mark over the weekend then we release results every Monday. They also share lessons and topics with other teachers so as to widen our scope of revision and stimulus variation. We seriously need them for revision (Female School Principal 2, September 2019).*

Also, 66% of peer teachers, 89% of regular teachers, 88% of H.O.Ds, 75% of Principals, 93% of parents, 87% of B.O.M members and all Education Officers, indicated that schools preferred to hire peer teachers because they were readily available. Each secondary school had students clearing every year. After passing their K.C.S.E exams, they normally stayed at home for a while before joining Colleges. Therefore, these were people readily available in their schools. They only needed to pick the ones they felt could best serve their interests.

Similarly, 57% of peer teachers, all students, 81% of teachers, 88% of H.O.Ds, 75% of Principals, 93% of parents, 94% of B.O.M members and 75% of Education Officers, indicated that peer teachers were preferred by most schools because the learners freely interacted with them and openly shared or consulted whenever there was an issue affecting them. This was very healthy for the school because immediate feedback was received on what the learners lacked or needed in order to excel. It was greatly encouraged among the candidates so that they could get assistance where they had problems. Learners were more comfortable sharing their challenges and experiences with peer teachers than the regular teachers. Behol, Akbar and Hukamad (2019) found out that free relationships and dialogue between peer teachers and students enhanced effectiveness and learner outcome in secondary schools.

The employment of peer teachers was perceived by 86% of peer teachers, all students, 97% of teachers, all H.O.Ds, Principals, parents, B.O.M members and 75% of Education Officers to be a way of appreciating those students who performed well and were disciplined during their stay in the school. Since most schools prioritized good performance in K.C.S.E and discipline as the basis for selection of peer teachers, learners interested were keen not to ruin their chances, hence worked hard throughout the year. This helped to create focus and competition among learners for the coveted peer teaching opportunity. A Principal affirmed:

*We use this position to motivate those learners to work hard and appreciate those who had worked hard the previous year. Once they see one of their own teaching and sharing a staffroom and meals*

*with their teachers, they long to have the same opportunity, thus working hard. It is the best way of motivating our learners (Male School Parent 7, September 2019).*

Also, 66% of peer teachers, 89% of students, 86% of teachers, 75% of H.O.Ds, all Principals, 87% of parents, 94% of B.O.M members and 50% of Education Officers, indicated that peer teachers were more committed and passionate with work as compared to regular teachers. Schools hired them to assist because they worked even during odd hours without complaining and were willing to serve anytime they were called upon. Therefore, schools preferred them unlike the qualified teachers who wished to work according to official schedules.

In relation to marking and revision, 86% of peer teachers, 86% of students, 89% of teachers, all H.O.Ds, 75% of Principals, 93% of parents, 94% of B.O.M members, and 75% of Education Officers, were of the opinion that introduction of peer teachers was meant to blend the marking and revision process. There was a new face to mark papers and give an objective result and revise, giving an alternative explanation. This enhanced understanding of the subject content and afforded time to raise questions whenever the concepts had not been understood.

Similarly, 13% of peer teachers, 54% of students, 81% of teachers, 63% of H.O.Ds, all Principals, all parents, 94% of B.O.M members, and 25% of Education Officers, were of the opinion that peer teachers enhanced the involvement of the community in schools'



matters. This was more pronounced in day schools where majority of the students were from the neighborhood. A B.O.M member commented:

*By retaining some of the students who have passed to teach bearing in mind that they are members of the immediate school neighborhood, the community feels part of the school and even supports it more through encouraging other students to work hard and pass plus encouraging other parents to bring their children to that school. Therefore, it creates a feeling of ownership in the community eliciting a lot of support for the school (Female School B.O.M member 08, September 2019).*

As much as there are many qualified and unemployed teachers, 54% of peer teachers, 77% of students, all teachers, 88% of H.O.Ds, 75% of Principals, 93% of parents, all B.O.M members, and 75% of Education Officers, felt that these teachers were not available in the schools. Thus, schools hired peer teachers due to the problem of teacher shortage. This was attributed to the inability of the schools to afford paying trained teachers or the location was not conducive for them. The only quick solution, in such cases, was hiring of peer teachers to help teach in areas where the school had no T.S.C employed teachers. A Principal confessed:

*My school has only 3 T.S.C teachers: the Principal, the Deputy Principal and a teacher of English/literature. Yet we offer a total of 12 subjects. We charge ksh 3,000 for lunch plus the free day secondary school funding. We can't afford to run the school, pay*

*workers and pay a good salary to the teachers. To fix the shortage we have always employed 6 peer teachers to assist whom we pay Ksh 6,000 per month (Female School Principal 7, September 2019).*

Though there were so many factors advanced to justify the use of peer teachers in the sampled secondary schools, as discussed above, their implications for adherence to standards of teachers' competence were not put into consideration. The peer teachers were recruited on the basis of their cost, role modelling purpose, performance in K.C.S.E, availability and openness with learners, appreciation, commitment, shortage of qualified teachers and community involvement. But, none of these reasons were considered in relation to their professional qualifications or actual teaching roles. According to Waweru (2016), teacher standard competencies improve performance on instructional preparation, adoption of better teaching strategies, assessment and evaluation of students and maintenance of student discipline. McKinsey (2007) argued that the standard of an education enterprise could never surpass the quality of its teachers. Similarly, Berry (2011), opined that the development of effective schools could be realized by recruiting highly skilled teachers to support high quality teaching and learning. Therefore, as much as the reasons and factors necessitating utilization of peer teachers were many, there were doubts on their ability to deliver, given that they did not focus on the requisite standard competencies. Allowing poorly trained teachers to join the teaching profession might translate into poor or low students' achievement (Levine 2006).

#### **4.4. Guidelines for the Utilization of Peer Teachers in Secondary Schools in Kenya**

The objective of this section was to formulate appropriate teacher competence standards compliant guidelines for utilization of peer teachers for secondary schools in Kenya. In response to this Objective, Questionnaires, (Appendix 1 section D, page 180, Appendix 2 section D, page 183, Appendix 3 section D, page 186, and Appendix 4 section, page 188) and Interviews (Appendix 5 question 12, page 189, Appendix 6 question 9, page 190, Appendix 7 question 12, page 191, Appendix 8 question 6, page 192, Appendix 9 question 6, page 193, Appendix 10, question 5, page 194, Appendix 11 question 6, page 195 and Appendix 12 question 7, page 196) were used to collect views on what could be done to improve the status of peer teachers in secondary schools.

The T.S.C Code of Regulations (2015) stipulates that a teacher is expected to have certain specified competencies to be deemed to have qualified. Part 3 Section 20 (b) identifies relevant academic and professional qualification from a training institution recognized in Kenya as a key competency required for any teacher who wishes to register. Also, Section (a) highlights good moral character as stipulated in the 2010 Kenya Constitution, Chapter Six on integrity and a medical report to justify that the person is fit to handle learners. Generally, the T.S.C guidelines of a competent teacher focus mainly on academic knowledge, professional knowledge, good morals, medical record and the other personal identification documents. Given that peer teachers do not have any professional training, the TSC Code of Regulations (2015) may not be fulfilled in their recruitment and period of service.

Therefore, it was imperative that measures were to be put in place to bring them to the level of regular teachers. The strategies to be utilized were to aim at helping the peer teacher acquire the teaching standard competencies normally attained during the regular teachers' professional and academic training. The respondents in this research raised a number of issues that they felt were necessary to realize the competency standards required of an effective peer teacher in secondary schools bearing in mind the T.S.C Regulations (2015). The issues raised included recruitment, induction, co-teaching, mentoring, workshops/seminars, school service, in-service training and improvement of peer teachers' pay. The responses are as summarized in Table 4.9.1:

**Table 4.9.1 Proposed Considerations for Effective Peer Teacher Guidelines**

No	PROPOED CONSIDERATIONS	STUDENT S		PEER TEACHERS		REGULAR TEACHERS		H.O.Ds		PRINCIPAL		B.O.M		PARENTS		EDUCATIO N OFFICERS	
		NO	%	NO	%	NO	%	N O	%	NO	%	NO	%	NO	%	NO	%
1	Recruitment	0	0%	15	43%	35	95%	8	100%	4	50%	16	100%	15	100%	4	100%
2	Induction	0	0%	29	83%	37	100%	7	88%	6	75%	13	81%	13	81%	4	100%
3	Co-teaching	8	1%	19	54%	17	46%	8	100%	5	63%	8	50%	10	67%	3	75%
4	Mentoring	0	0%	13	37%	15	41%	7	88%	4	50%	7	44%	8	53%	0	0%
5	Workshops/Seminars	24	3%	32	91%	19	51%	6	75%	5	63%	14	88%	14	93%	0	0%
6	School service	200	25%	20	57%	33	89%	4	50%	8	100%	12	75%	12	80%	2	50%
7	In-service training	610	77%	12	34%	34	92%	5	63%	5	63%	15	94%	15	100%	3	75%
8	Improve their pay	468	59%	35	100%	16	43%	4	50%	4	50%	10	63%	13	87%	0	0%
	<b>TOTAL</b>	<b>1302</b>	<b>21%</b>	<b>145</b>	<b>62%</b>	<b>206</b>	<b>70%</b>	<b>49</b>	<b>77%</b>	<b>41</b>	<b>64%</b>	<b>95</b>	<b>74%</b>	<b>100</b>	<b>83%</b>	<b>16</b>	<b>50%</b>

**Source:** Questionnaire for peer teachers, students, regular teachers and H.O.Ds, **September 2019**

As per Table 4.9.1, 43% of peer teachers, 95% of regular teachers, 50% of Principals, all H.O.Ds, B.O.M members, parents and Education Officers were of the opinion that peer teachers should be recruited through a competitive process. There should be clear requirements/expectations of which those who meet can apply in the respective schools.

An Education Officer wondered:

*If a peer teacher is to be looked at as any other teacher, why should they be handpicked?*

*They should go through what all other teachers go through during recruitment for uniformity and objectivity purposes (Male County Director TSC 2, September 2019).*

The peer teachers should make applications, a panel set to vet and interview them and those who emerge successful be given the job. This will encourage professionalism and ensure that those given a chance to practice as peer teachers have the requisite competencies. This will curb the deficiencies relating to standard competencies. A Principal emphasized:

*Let schools establish a recruitment procedure and qualification similar to those of the Teachers Service Commission. The only difference should be the fact that these peer teachers will be selected based on their K.C.S.E results. This will make this position to be looked at more seriously and thus some element of professionalism in the job (Male School Principal 8, September 2019).*

After undergoing a competitive recruitment process, 83% of peer teachers, all regular teachers, 88% of H.O.Ds, 75% of Principals, 81% of B.O.M members, 81% of parents, and all Education Officers, proposed induction for all peer teachers. The induction was to be done by either the Principal or H.O.Ds. Given that peer teachers had no formal professional training, the only way to help them understand the profession was through induction. This was to ensure that the newly recruited peer teachers were informed of the teaching standard competencies expected of them. A parent recommended:

*These peer teachers need to be taken through a very intensive induction process by either the Principal or H.O.D. They need to be taught how to teach, how to handle learners and the professional records they are to keep. Though the induction may not be as comprehensive as the training, it will help them have an idea of what teaching is all about (Male School B.O.M member 9, September 2019).*

Peer teachers could acquire professional competencies through Co-teaching with the regular teachers. This was according to 1% of students, 54% of peer teachers, 46% regular teachers, all H.O.Ds, 63% of Principals, 50% of B.O.M members, 67% of parents

and 75% of Education Officers. Co-teaching was to entail one subject in a class being taught concurrently by a regular teacher and a peer teacher. The regular teacher could guide and even sometimes attends the peer teacher's lessons and give feedback for improvement. This was to ensure that the peer teacher was doing what was professionally acceptable in class. A Principal observed:

*For the peer teachers to benefit the learners fully, co-teaching with regular teachers must be embraced. In my school, peer teachers are assigned regular teachers whom they assist in teaching. The class is fully managed by the regular teacher. However, the peer teacher only assists and is closely guided and monitored by the regular teacher. The regular teacher even attends the peer teachers' lessons; checks the books marked, and advises them. Therefore, a peer teacher remains a teachers guided by the regular teachers (Male School Principal 5, September 2019).*

Another Principal added:

*Peer teachers are not qualified teachers. Therefore, they cannot be left to teach on their own. They only come in to assist the regular teachers deliver. Hence, for effectiveness in their utilization, they must be attached to a regular teacher and closely guided (Male School Principal 4, September 2019).*

According to 37% of peer teachers, 41% of regular teachers, 88% of H.O.Ds, 50% of Principals, 44% of B.O.Ms members and 53% of parents, peer teachers can be assisted to develop standard teaching competencies through mentorship programmes. Schools are expected to develop schedules where peer teachers are attached to either H.O.Ds or



subject teachers to take them through the teaching process on a daily basis to ensure that they are effective and competent enough. Also, the Principal can have mentorship sessions where they share issues related to the teaching profession. Consequently, peer teachers should not be left alone. In the process of their teaching, they should be guided and assisted all through. A Principal emphasized:

*These peer teachers are just students who have no idea of what teaching entails. A school should put in place a proper mentorship programme to help them fit into the system. All regular teachers, H.O.Ds, Deputy Principal and the Principal should talk to them (Male school Principal 8, September 2019).*

The Ministry of Education, the Teachers Service Commission and other education partners should organize frequent workshops and seminars to ensure that teachers are kept abreast with the new trends in the teaching profession to help them sustain the teaching standard competencies. According to 3% of students, 91% of peer teachers, 51% of regular teachers, 75% of H.O.Ds, 63% of Principals, 88% of B.O.M members and 93% of parents, peer teachers should be allowed to attend these professional workshops and seminars. It was perceived that these workshops and seminars could equip peer teachers with enough knowledge to enable them be competent teachers. Schools should fund and ensure that all regular teachers, alongside peer teachers, attend these workshops and seminars. One of the B.O.M members stated:

*Apart from the professional training, teachers also acquire knowledge through workshops and seminars organized by M.O.E and T.S.C. Therefore,*

*peer teachers should be supported to attend these workshops to ensure they equally develop professionally* (**Male School B.O.M member 6, September 2019**).

Also, 25% of students, 57% of peer teachers, 89% of regular teachers, 50% of H.O.Ds, all Principals, 75% of B.O.M members, 80% of parents and 50% of Education Officers, endorsed school service before admission to College/University as a way of making peer teaching more effective. The service was to be made a mandatory requirement to those interested in becoming teachers. This was necessary to ensure that only those who had a passion for teaching were given a chance to train as teachers. This could only be ascertained if Form Four leavers interested in teaching were expected to go back to their respective school, assist in teaching as peer teachers, then a recommendation given before consideration for admission. Another B.O.M member reiterated that:

*Some of the teachers we have today are not teachers. They went to teaching since they lacked enough points to do other courses. After graduation they look at their job as only a source of income forgetting that they are dealing with peoples' lives. We need to vet them before admission through school service to ensure the right people join the profession* (**Female B.O.M member 12, September 2019**)

Another Principal remarked:

*Give all those interested in teaching a chance to have a feel of what teaching entails before they make a choice of what they want in life. This*

*will ensure those joining teaching have interest in the profession* (**Female School Principal 7, September 2019**)

Hence, 77% of students, 34% of peer teachers, 92% of regular teachers, 63% of H.O.Ds, 63% of Principals, 94% of B.O.M members, 75% of Education Officers, and all parents indicated that peer teachers could be made more effective through in-service training. They proposed that former students recruited to become peer teachers should be allowed, if interested to train as teachers. Peer teaching should be a stepping stone to teaching. This would make them more keen and committed to teaching unlike when they felt that it was a part time job and had plans to join other professions. A parent commented:

*Peer teaching should be made compulsory to those interested in becoming teachers. This should be a service that can help a student to directly earn a vacancy to pursue education related courses* (**Male School Principal 5, September 2019**).

One of the B.O.M members added:

*Some of these peer teachers are very good. A programme should be developed to give them an opportunity to train as teachers as they continue teaching. This will help them sharpen their skills and improve their morale as they continue to teach* (**Female School B.O.M member 11, September 2019**)

Lastly, 59% of students, all peer teachers, 43% of regular teachers, 50% of H.O.Ds, 50% of Principals, 63% of B.O.M members, and 87% of parents indicated that improvement

of the peer teachers' pay in schools could improve their effectiveness. Most schools seemed to pay very little money in terms of salary to peer teachers. It was indicated that their salary ranged between KSH 2,000 and KSH 8,000. There was no school that paid a salary higher than KSH 8,000 among all the 8 sampled schools. This was why, peer teachers apart from other issues, all indicated pay improvement as a way of enhancing their effectiveness. A parent argued:

*These young boys and girls do a lot of work in our schools. We need to appreciate and motivate them by paying a good salary. The money we give them is too little even to help meet the basic needs (Male School Principal 1, September 2019).*

Generally, recruitment, induction, co-teaching, mentorship, workshops and seminars, school service, in-service training and enhanced salaries were raised as issues that needed to be incorporated into the peer teacher guidelines to enable peer teachers to acquire the requisite teaching competencies for effective delivery in class. Thus, it was believed that after recruitment a peer teacher could be assisted to become better or more effective to enable schools achieve what they so desired to achieve.

#### **4.4.1 Peer Teaching Guidelines**

The concept of peer teaching in secondary schools has taken different interpretations world over. According to Elaine (2019), peer teaching requires an elaborate structure in terms of selection and monitoring of what is done in class. This should involve competitive selection which is clearly known to all, assignment of duties, and training at

school level on what and how they are to teach. As they begin working, continuous supervision and monitoring should be done to ensure the right thing is being done in class. Wright and Cleary (2006) proposed another model of peer teaching called “cross-age peer-tutoring”, a model which involved learners in a higher class or level teaching those in a lower class/level. This model requires no guidance or training since the peer teachers are already at a higher level than the learners, therefore, overlooking the teaching methodology and requisite professional documents. However, according to Huges and Fredrick (2006), the method sometimes benefits the learner more than the students. Thus, the outcome is not balanced but skewed towards the learner.

AbdulRaheem, Yusuf, and Odutayo (2017) propose seminars, conferences, and workshops for regular teachers who, in turn can train peer teachers. This would help improve their knowledge and skills of instructional strategy in order to achieve effective peer teacher utilization. This implies that the regular teachers should be trained first before they can come back to their schools to recruit and train the peer teachers. Sofu (2015) in Ghana, studied the untrained teachers distance learning Diploma in Education meant to facilitate untrained teachers become qualified teachers. But, he founds that it was not effective. The ultimate aim of the programme was to improve the quality of education in secondary schools through building a cadre of learner friendly teachers in local districts (Sofu, Thompson and Kanton, 2015). Therefore, all untrained teachers, including peer teachers, through these guidelines, were enabled a chance to become fully qualified teachers.

The above cases focus on different categories of peer teachers, excluding the ones in this study. The uniqueness of the peer teachers in this study is that they do not necessarily harbour intentions of becoming professional teachers in future. Theirs is to teach as they wait to join College and pursue courses of their own choice. Therefore, it is necessary that proper guidelines capturing their dynamics and uniqueness be put in place for them to acquire teaching competency standards for the period they would be serving as teachers.

According to Joyce and Weil (2014), career guidelines for teaching entails the description of the teaching and learning environment, including the characteristics of the teachers involved. This was further emphasized by Rafeedalie (2018) who argued that the guidelines must provide clear teacher characteristics which should encompass recruitment requirements, professional induction processes and continuous professional development. Also, Thompson and Goe (2009) argued that for an effective teaching career, there must be a competitive, open and objective recruitment to ensure the best candidate is given a chance. The newly recruited teacher should be taken through a rigorous induction process to learn both the school and the demands of teaching including lifelong continuous professional learning while teaching. This would afford an effective teaching career for all teachers. In relation to the views expressed by peer teachers themselves, regular teachers, H.O.Ds, Principals, parents, B.O.M members and Education Officers, peer teachers competency standards compliant guidelines should comprise of a competitive recruitment process, rigorous induction, mentorship and continuous professional development during their period of service. Therefore, a lot has to be done to

the peer teachers to ensure they fulfill their mandate as teachers given that the quality of education offered in any Country is hinged on the quality of teachers as put by the American High Commission:

*The quality of a nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively, but in critical measure upon the quality of their education, the quality of their education depends more than upon any single factor, upon the quality of their teacher (UNESCO-IBE 2007)*

Peer teacher competency compliant guidelines should start with a competitive recruitment process in all schools interested in utilizing peer teachers. The process should be very clear and transparent enough to ensure the best candidate who has the passion and commitment for teaching is picked (Arora, 2002). Lee (2005) emphasizes that school officials responsible for hiring must consider whether they are doing what is necessary to attract the best teachers. While Hammer (2004) advises that for effective recruitment there is need to increase the pool of candidates and refine the whole recruitment process. Prior to the competitive recruitment, the school should design the standard required qualifications which should be made public to all the students in the school. Interested students should be allowed to apply, an interview conducted by an objective and transparent panel comprising of the Principal, Head of Department, subject teacher and a member of the B.O.M, and the best candidate given the opportunity to serve. This will ensure that whoever qualifies is competent and keen about the job.

Secondly, after a competitive recruitment process, the selected peer teacher should be taken through a rigorous structured induction process. A solid induction programme could help ease the transition for new staff and the understanding of workplace norms (Gbollie and Keamu, 2017). Bearing in mind that the newly recruited peer teachers do not have any professional teacher training, induction will be the only way of enabling them understand the role of teachers and their expectations in the school. If well done, the peer teachers will become more effective during their duration in the respective schools. Mockler (2019) argued that developing a solid teacher induction programme could ease the transition for new teachers, giving them the time, support and relationship they need to adjust. Induction goes beyond understanding students, classes and the curriculum. Information about the systems and processes which guide the workplace, as well as school norms are integral for teachers to settle and feel confident.

After the induction sessions carried out by the Principal and H.O.Ds, peer teachers should be attached to regular teachers to co-teach with them to learn the art of teaching and acquire the expected skills. Peery (2017), states that Co-teaching, as a form of continuous induction, offers benefits for both the teacher and students. They are able to identify their strength and weaknesses then, in turn, make the necessary corrections. Also, peer teachers should be assigned mentors who may be the Principal, H.O.D or the subject teacher to guide them and ensure that they do the right thing in the course of their teaching. If properly structured and done consistently, mentorship as a form of induction may be of great value to peer teachers. Mckinley (2017) asserts that mentors assist new teachers to adapt to the school environment and culture. They also guide new teachers



with curriculum issues, teaching strategies and communication. These aspects are very vital for a peer teacher.

Thirdly, peer teachers should be allowed and facilitated to take part in all the continuous professional development programmes. They should attend both subject and professional seminars and workshops organized by T.S.C, M.O.E or other educational partners. Teacher professional development, through workshops and seminars, is seen as a central mechanism for the improvement of teachers' content knowledge, teaching skills and practices in order to meet high educational standards (Darling-Hammond and Mclaughlin, 1995). Being Form Four leavers, the additional knowledge will sharpen their teaching skills. Continuous professional development helps teachers stay ahead of the curve, resulting into superior growth and success in their job (Mehta, 2019). Therefore, schools engaging peer teachers should ensure they are involved in the available CPD programmes to help them build their teaching skills and enhance their delivery in class for the benefit of the learners.

## **Conclusion**

This Chapter has focused on analyzing and interpreting the data collected in this study in line with the four major objectives. The data was systematized into trends in the utilization of peer teachers and implications for adherence to standards of teacher competence in secondary schools in selected Counties in the Western region of Kenya. This detailed the distribution of peer teachers over a period of 8 years, duties assigned to them, K.C.S.E grades attained, subjects handled, professional documents kept, changing

trends in peer teacher utilization and the performance of classes taught by peer teachers. The second was to establish whether the selection criterion for peer teachers adhered to standards of teacher competence in secondary schools in selected Counties in the Western region, Kenya. This dwelt on considerations/qualifications for selection as a peer teacher in relation to the established T.S.C Regulations. Thirdly, the perceptions of education stakeholders towards peer teacher utilization have been discussed with a focus on those of peer teachers, regular teachers, H.O.Ds, Principals, parents, B.O.M members and Education Officers. Also, the factors that contribute to the utilization of peer teachers have been brought out in detail, some of which include the cost, availability, role modelling, desire for good results, motivation and teacher shortage.

Lastly, the appropriate peer teacher utilization guidelines which considered the established competence standards have been developed after evaluation of the aspects that could result into effective peer teachers, as given by the respondents. These guidelines emphasize competitive recruitment, induction, mentorship and continuous professional development programmes as major procedural considerations to maximize peer teacher productivity. The next Chapter gives a summary of the findings, conclusions, recommendations and suggestions for further research.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Introduction

This Chapter summarizes the basic concerns of the study from the major research findings, recommendations which emerge from the field data and suggests areas that may need further research. The areas are discussed according to the research questions which were:

1. What trends exist in the utilization of peer teachers and implications for adherence to standards of teacher competence in secondary schools in selected Counties in the Western region, Kenya?
2. Does the selection criterion of peer teachers adhere to standards of teacher competence in secondary schools in selected Counties in the Western region, Kenya?
3. What perceptions do education stakeholders have towards the utilization of peer teachers and implications for adherence to standards of teacher competence in secondary schools in selected Counties in the Western region, Kenya?
4. What are the teacher standards competence compliant guidelines that could be used in the effective utilization of peer teachers for secondary schools in Kenya?

## **5.1 Summary of Findings**

### **5.1.1 Trends in Peer Teacher Utilization**

The number of peer teachers employed in secondary schools kept increasing as from 2010 to 2016 but began to decline in 2017. This was attributed to the implementation of the government policies which emphasized the utilization of trained teachers. In terms of school categories, 61.07% of peer teachers were found in sub-County secondary schools. These accounted for the highest number of peer teachers as compared to the County, Extra-County and National schools. The schools had peer teachers of different ages ranging between 16 to 23 years, out of which 74.29% were male while 25.71% were female. This was an indication that most schools preferred male peer teachers as opposed to females. They were assigned different duties which were not uniform across the 8 sampled schools. The duties ranged from teaching, marking of exams, revising exams, administering and supervising continuous assessment tests, coaching co-curricular activities, guiding and counselling students, to supervision of school programmes.

The K.C.S.E grades attained by peer teachers employed in the target schools ranged between A- and C with 68.57% having scored B+ and B. Therefore, out of the 35 peer teachers hired in the 8 sampled schools, 97.14% had qualified to join University. These qualifications were below the T.S.C requirements of a qualified teacher; a Degree or Diploma in Education with a minimum of C+ in two teaching subjects. On recruitment, the peer teachers were inducted into the new job in varied ways dependent on the school. Some were inducted by the Principal, H.O.D, Subject teacher or through workshops and seminars. However, in other cases, peer teachers inducted themselves in the course of observing what the other teachers were doing.

Peer teachers were assigned a number of subjects to teach ranging from Mathematics, Chemistry, Biology, Physics, English, Kiswahili, Geography, History, C.R.E to Agriculture. Though 77.14% of them handled the Sciences (Mathematics, Chemistry, Biology and Physics), 22.86% handled English, Kiswahili, Geography, History, C.R.E and Agriculture. The high percentage in the Sciences and Mathematics was attributed to poor performance recorded over time and the belief that peer teachers could facilitate improvement.

Also, 67.5% of peer teachers did not have the required professional documents. Only 32.5% had. It was further observed that the documents were either photocopied from other teachers/students and the written notes had been copied directly from textbooks and were full of errors. The trends of engaging peer teachers in secondary schools had drastically changed from 2017 due to the intensified push for the implementation of the T.S.C Act (2015). Schools had devised ways of hiding peer teachers to avoid being noticed and reprimanded by T.S.C and M.O.E officials. Some excluded the names of peer teachers on timetables. Others had the peer teachers appear on the list and payroll of the non-teaching staff, while still others employed peer teachers as canteen/library/laboratory assistants even though they were assigned teaching lessons.

Lastly, a T-test done on K.C.S.E results in the selected schools in 5 subjects (English, Kiswahili, Mathematics, Biology and Chemistry), over a period of 8 years (2010-2017), revealed that there was a significant difference in the performance of Mathematics. Thus,

it could be concluded that there was a significant difference between the performance of students handled by peer teachers and those handled by regular teachers in Mathematics. However, the rest of the subjects: English, Kiswahili, Biology and Chemistry, did not have a significant difference.

### **5.1.2 Selection Criterion for Peer Teachers**

The selection criterion for peer teachers was school-based, though not standardized but varied from one school to another. However, the students' discipline, performance in K.C.S.E, knowledge of co-curricular activities, family background, qualification to join University and relationship with the school administration/B.O.M, were raised as some of the key considerations in most schools. Although each school had its own established selection/recruitment procedure, the commonly used included, single handed selection by the Principal, adhoc panels established towards the end of every year to recruit, verbal staffroom selection, departmental selection and relational selection influenced by the relationship with the Principal or some B.O.M members. All this was in disregard of the T.S.C Act (2015) which stipulated the guidelines that needed to be followed in the recruitment of teachers.

### **5.1.3 Perceptions of Education Stakeholders towards Peer Teachers.**

According to this study, 91.99% of students supported peer teacher utilization claiming that they were approachable, patient and willing to help as compared to regular teachers. They also mentioned the teaching approach, revision style, open and free interaction with learners, ability to motivate and their availability as their strongest points. Moreover,

60.54% of regular teachers were in support of peer teachers, claiming that they were a motivation to the learners, could explain issues from the point of view of the learners, were open and free in interactions, and were available to learners, even during odd hours.

Also, 87.5% of H.O.Ds supported peer teachers on grounds that they assisted in revision and syllabus coverage and this reduced the work load for the regular teachers. Furthermore, all Principals were in support claiming that this arrangement gave learners an opportunity to learn from one of their own which made learning more enjoyable and gave hope to them that passing was possible, apart from helping schools to fix the problem of teacher shortage at a lower cost. 66.66% of parents and 68.75% of B.O.M members supported peer teacher utilization, arguing that it made their children develop a liking for specific subjects, improved retention of content and created a feeling that the returns for good performance were immediate. But, all the Education Officers were against the use of peer teachers because their employment was against the TSC Code of Conduct (2015) and the Basic Education Act (2013).

However, there were 8.0% of students, 12.5% of H.O.DS, 39.6% of regular teachers, 33.34% of parents and 31.25% of B.O.M members who did not support the use of peer teachers. According to them, these were unqualified, had no content in the subject area and their utilization lowered the status of the teaching profession.

#### **5.1.4 Guidelines for Peer Teacher Utilization in Secondary Schools**

The T.S.C Code of Regulations (2015) stipulated the basic requirements for one to be considered for employment as a teacher. The T.S.C guidelines focused on academic knowledge, professional knowledge, good morals, medical record and other personal identification documents. However, in the utilization of peer teachers all the T.S.C regulations were flouted. The peer teachers, students, H.O.Ds, Principals, parents, B.O.M members and Education Officers' proposed guidelines to be followed in the peer teacher utilization for maximum benefits. On average, 73.5% were for competitive recruitment, 76.0% induction after recruitment, 57% co-teaching, 39% mentorship, 58% workshops and seminars, 65.75% schools' service and 74.75% in-service training. The incorporation of these in the guidelines could improve their content delivery in class.

In summary, effective guidelines should focus on the uniqueness of a peer teacher as a Form Four leaver who does not harbour any intentions of becoming a professional teacher but is recruited to teach as they wait to join College/University. The recommended peer teaching guidelines to be utilized in Kenya should begin with an open competitive recruitment process with clear and standard qualifications/requirements. Secondly, the peer teachers recruited should be taken through a rigorous induction process to enable them understand their role, the techniques of teaching and expectations as teachers. Thirdly, the school should design appropriate mentorship programmes that peer teachers will be expected to go through in their initial stages of teaching. Fourthly, peer teachers should be allowed and facilitated to attend both subject and professional workshops and seminars organized by T.S.C, M.O.E or any other education partner. This



would be vital in the improvement of the teachers' professional content, teaching skills and practices to enable them deliver and productive for the duration they would be in service in the respective schools.

### **5.1.5 Contribution to New Knowledge**

The study has contributed to new knowledge by bringing to surface the trends in the utilization of peer teachers and the selection criteria for peer teachers in schools. In addition the guidelines for effective peer teacher utilization have been developed which entail competitive recruitment, induction, continuous mentorship and attendance of workshops/seminars organized by T.S.C and M.O.E.

## **5.2 Conclusions and Recommendations**

This section is divided into two parts, part one will focus on conclusions and part two on recommendations.

### **5.2.1 Conclusions**

The conclusions of the study are derived from the objectives as indicated below;

#### **5.2.1.1 Trends in Peer Teacher Utilization**

There still existed peer teachers in secondary schools despite the clamour to root them out through full implementation of the T.S.C Act (2015) on employment of qualified teachers by both the T.S.C and the Ministry of Education and the availability of many trained teachers seeking employment. The Principals, well aware of the law on employment of

qualified teachers, still went ahead to violate it. The interest in peer teaching seemed so high in all schools. This was necessitated by several issues, including the cost of hiring trained teachers, the desire to get good results, the availability of peer teachers and the need to appreciate students' efforts. Therefore, this is a practice deeply rooted in secondary schools, although secretly.

The assignment of duties to peer teachers was varied, though dependent on the school they were teaching in. There was no standard duty allocation, but each school designed and allocated them duties depending on their needs or what they wished to achieve. They were employed to teach students in class, revise examinations, mark examinations, train co-curricular activities, supervise continuous assessment tests, offer guidance and counselling services to students or supervise school programmes. Each school determined their own need at that time and then employed them. It was evident that there were no uniform standards in peer teacher utilization in terms of duties and responsibilities.

Peer teachers did not have and did not utilize all the required professional documents. According to the T.S.C Regulation( 2013) each teacher was expected to have, lesson plans, a syllabus, schemes of work, records of work covered, teaching notes, students' progress records, class attendance registers and attendance of teacher professional development programmes. However, they only had either one or two of the professional documents required. This was a clear indication that professionalism was not adhered to in the utilization of peer teachers. Since they did not have any formal training, their

working was based on previous knowledge, hearsay or what the regular teachers may have told them.

A T-test carried out on K.C.S.E results for a period of 8 years (2010-2017), revealed that there was a significant difference in performance between classes taught by peer teachers and those taught by regular teachers in Mathematics. The other subjects: English, Chemistry, Biology and Kiswahili, did not have a significant difference. This implied that peer teachers only added value in Mathematics but not in the other subjects. Consequently, peer teaching should be utilized more in Mathematics. The other subjects should re-evaluate their utilization of peer teachers with a view of improving in areas of weakness to ensure that their use impacts positively on the learners' performance.

#### **5.2.1.2 Selection of Peer Teachers**

There was no standard selection criterion for peer teachers in the target schools. Instead, selection was school-based, though varied from one school to another and not in line with the established procedures for recruitment of teachers in the T.S.C Act (2015). Each school had its own requirements/qualifications which they considered before recruiting former students as teachers. Some of the considerations were students' discipline, students' performance, knowledge of co-curricular, tribe/clan, family background, qualification to join University and relationship with the school administration. This was followed by school-based procedures of selecting/recruiting peer teachers. The procedures included single handed selection by the Principal, yearly adhoc panels,

staffroom verbal talks, departmental selection and relational selection. These selection procedures did not meet the minimum requirements as stipulated in the T.S.C Act (2015).

### **5.2.1.3 Perceptions towards Peer Teachers**

The concept of peer teaching in secondary schools in Western region elicited both negative and positive perceptions. Students, regular teachers, H.O.Ds, parents, B.O.M members and Principal were in support of peer teacher utilization in secondary schools. They argued that peer teachers were approachable, a motivation to the learners, readily available, helped improve understanding in learners and made learning more enjoyable. However, a smaller percentage which was not in support of peer teachers pointed out their limited professional knowledge, limited subject content and the negative impact on the status of the teaching profession as their major undoing. For the Education Officers, the utilization of peer teachers was illegal and unacceptable since it flouted the T.S.C Act (2015) requirements. The T.S.C Act (2015) outlined the key requirements for a qualified teacher of which peer teachers did not possess.

### **5.2.1.4 Guidelines for Peer Teacher Utilization**

The growing need to fill the existing gap in the supply of teachers in schools in the Western region has necessitated the use of peer teachers. However, its application outside the formal teacher competency standards has implications on the quality of education provided. This calls for guidelines that will address the gaps identified in peer teacher competencies by this study. Given that peer teachers did not have any professional qualifications, the T.S.C Code of Regulations (2015) could not be applied. However,

several aspects which needed to be put in place to ensure appropriate standards compliant guidelines were raised. Hence, for effectiveness and productivity, there must be competitive recruitment, continuous induction which should encompass co-teaching and mentorship and attendance of all professional workshops and seminars. This would ensure that peer teachers, engaged by secondary schools, deliver and impact positively on learners' performance.

### **5.2.2 Recommendations and Policy Suggestions**

The recommendations and policy suggestions are based on the different stakeholders in the school.

#### **5.2.2.1 Policy Makers**

Peer teaching is a practice deeply rooted in our secondary schools, despite efforts to implement the policy aimed at rooting it out. Therefore, this study recommends that the government may design and adopt a policy on the utilization of peer teachers. This would ensure the establishment of a structured, uniform, official and standardized engagement of peer teacher for the maximum benefit to the learners.

Apart from developing mechanisms on how to ensure full compliance with the established laws, this study recommends the establishment of clear and elaborate monitoring strategies for all the programmes and activities taking place in the schools. M.O.E/T.S.C officials seem to rely more on writing circulars, holding meetings with school administrators and making occasional visits to schools which may not be enough

to understand what exactly happens in them. Consequently, an elaborate and comprehensive policy guideline on monitoring schools should be developed to ensure everything happening in schools is known to the M.O.E/T.S.C officials.

#### **5.2.2.2 Schools**

The utilization of peer teachers seemed fashionable to most schools, although in violation of the T.S.C Act (2015). However, schools engaged them without looking at the fact that they were Form Four leavers who completely had no idea regarding the teaching profession and their classroom delivery was limited. The study recommends that schools should be cognizant of the fact that peer teachers are not trained. Therefore, after recruitment, they should be taken through a rigorous induction process to help them comprehend issues to do with the teaching profession before being allowed to interact with learners. In the course of their service in the school, they should be attached to a regular teacher for mentorship and co-teaching as well as allowed to attend professional workshops and seminars to help them internalize the concept of teaching.

Schools should also develop standard, open and transparent recruitment procedures which will enable them attract the best peer teachers. The procedures being used currently may not favour the best candidate but may allow those connected to the school administration, or those in good books with the school, to get the jobs. Let the vacancies be made public, those interested and meet the requirements should apply. Then vetting to be done, interviews conducted and the best candidate offered the peer teaching job. This would help enhance professionalism, and even create competition among the students.

For effectiveness in peer teacher utilization, this study recommends that each school should develop a mechanism/tool of assessing the impact that the peer teachers they engage every year have on their students. This would enable them establish whether they have a positive impact on the learners' achievements or they are just a mere waste of school resources and learners' time. They would then be better placed in making a crucial decision on whether to continue having peer teachers in their school or not.

#### **5.2.2.3 M.O.E/T.S.C officials**

Secondary school administrators seem to have mastered the routine areas which M.O.E/T.S.C Officers focus on, or are interested in, and even the timing when they do their monitoring in schools regarding adherence to policies. Maybe this is why they can afford to have peer teaching in the schools without them noticing. This study recommends that M.O.E/T.S.C officials should discard the old monitoring practices and adopt new ones which can match the changing times. They should visit schools during odd hours like very late in the evenings, very early in the mornings, over the weekends and go to classes without utilizing the timetable. This would help them know exactly what happens in schools at all times.

The utilization of peer teachers in most secondary schools is as a result of the teacher shortage, the inability to pay well trained teachers and the clamour for good results in National examinations. This study recommends that M.O.E and T.S.C should develop a mechanism of supporting schools with a teacher shortage through a fund to employ

qualified B.O.M teachers and pay them fairly. The funds could be channelled directly to the school account or B.OM teachers' accounts once they have been recruited. This would ensure that no school has a teacher shortage.

### **5.3 Areas for Further Research**

The following general areas related to the concerns of this study were therefore proposed for further research:

- a) There is need to carry out more studies on the aspect of peer teaching in other parts of the country and their implications for adherence to standards of teacher competence. Such studies could reveal the peculiarities in regional differences and how they could be addressed to improve the quality of peer teaching in the country.
- b) There is a clear policy on employment of qualified and trained teachers enshrined in the T.S.C Act (2015). Yet schools still engage peer teachers who are untrained. This raises concerns over the implementation of all other policy guidelines in the Ministry of Education. Therefore, there is need for a study to be carried out to establish the level of adherence to policy guidelines from the Ministry of Education. This could bring out a clear picture between policy formulation and implementation, particularly in the education sector.
- c) Peer teacher utilization is perhaps just one of the strategies that secondary schools use to alleviate the problem of teacher shortage cheaply and also push their good



K.C.S.E performance agenda. However, there may be other strategies which secondary schools have employed which are not documented. Therefore, there is need for a comprehensive study of such strategies for dealing with the problem of teacher shortage and for achieving and sustaining improved K.C.S.E performance.

### **Conclusion**

In conclusion, Chapter Five has dwelt on a summary of the findings, made general inferences from the findings and drew up recommendations and suggestions for further research.

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## APPENDICES

## APPENDIX 1: QUESTIONNAIRE FOR STUDENTS

Dear students

You are provided here below with questions to answer. This questionnaire is divided into 3 sections. Read it carefully and answer ALL the questions in all the sections. No answer is necessarily wrong or correct. Feel free to provide the answer you consider appropriate. Don't write your name anywhere on this questionnaire. The information you give will be limited to this research and treated as highly confidential.

**SECTION A**

1. Level of the school (TICK)  National  Extra-County  County  Sub-County
2. Indicate your gender (TICK)  MALE  FEMALE
3. Type of school (TICK)  BOARDING  DAY
4. Class/Form \_\_\_\_\_
5. Residence \_\_\_\_\_

**SECTION B**

Please tick any of these alternatives which best indicates your appropriate answer.

1. Have you set your personal academic target?  
 YES  NO  
 If yes, which one \_\_\_\_\_
2. Have you chosen your future career?  
 YES  No  
 If yes, which one \_\_\_\_\_
3. How many teachers do you have in your school?  
 \_\_\_\_\_

4. Is there any former student who completed school last year teaching you?

YES

NO

If yes name the subjects they teach.

---

5. What is the total number of former students teaching in your school?

6. Do they teach all classes from Forms 1-4?

YES

NO

If NO, name the classes they teach \_\_\_\_\_

7. Were they students in your school when you are still student there?

YES

NO

If yes when did they finish school?

2018

2017

2016

OTHERS

8. Have they joined/completed College?

YES

NO

9. Apart from these former students teaching you, indicate using a tick from the choices

below what else they do in your school

a) Marking books/exams    b) Supervising exams

c) Revising exams        d) Training/Coaching co-curricular

### **SECTION C**

1. Do you like these former students teaching you?

Yes

No



2. What are some of the things you like or dislike about these former students who are teaching you? (TICK where appropriate in the table below)

Issue	Like	Dislike
Teaching Approach		
Revision Style		
Interaction with students		
Mode of dressing		
Mode of coaching co-curricular		

3. What do you think makes the school administration allow/select these former students among the so many in their class to remain and teach you? (Tick where appropriate)

FACTOR	AGREE
Students discipline	
Students performance	
Knowledge of co-curricular	
Tribe/Clan	

4. Given a chance, are you willing to continue having these former students as your teachers?

(Tick the right one)

Yes

No

Give any five reasons in support of your choice above.

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**SECTION D**

1. Give five suggestions on what can be done to improve the ability of these former students teaching you so that they can assist you perform better in K.C.S.E?

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*Thank you for your cooperation*

**APPENDIX 2: QUESTIONNAIRE FOR REGULAR TEACHERS**

**Dear regular teachers**

**Please go through this questionnaire carefully and provide the necessary responses. No response is necessarily wrong or correct. Feel free to provide the responses you consider appropriate. Do not write your name anywhere on this questionnaire. The information you give will be limited to this research and treated as highly confidential.**

**SECTION A**

1. Level of the school (TICK)  National  Extra-County  County  Sub-County

2. Gender: Male  Female

3. How many years have you been teaching? (*Tick the right one*)  
 1-5  6-10  11-17  18-25  OTHERS

4. How many teachers in total do you have in your school?

---

5 a) Do you have any former students teaching in your school who are yet to join college?

Yes  No

b) If yes, how many are Male  Female

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c) Please in the table below for each one of them list the subjects they teach, the grades they scored and the year they completed Form Four

S/NO	YEAR	K.C.S.E GRADE	TEACHING SUBJECT
1			
2			
3			
4			
5			

6. Do these former students teach all the classes-From Forms 1-4?

YES

NO

a) If NO, please name the classes they teach.

b) Apart from teaching please tick against the items given in the list below any other duty they perform in your school.

i) Marking books/exams    ii) Supervising exams    iii) Revising exams

iv) Training/Coaching co-curricular    vi) Guiding and counselling other students

### **SECTION B**

1. Do you participate in the selection/recruitment of these former students to be retained as teachers after completion of form 4?

Yes

No

a) Apart from you, who else participates in the recruitment/selection? (please name them)

b) Is there an established standard/qualification a former student must attain to be selected to remain in your school as a teacher?

YES

NO

c) If YES, please list the requirements a former student needs to meet to be retained as a teacher in their former school.

---

d) If NO, please give what else is considered before a former student is considered for a teaching position?

---

**SECTION C**

1. According to you, are these former students teaching of any great benefit to your school?

Yes

No

Explain; \_\_\_\_\_

2. What makes your school prefer employing peer teachers instead of qualified teachers?

(Explain \_\_\_\_\_)

**SECTION D**

1. Are these peer teachers still needed in our schools today?

YES

NO

Please explain \_\_\_\_\_

2. What do you think can be done to integrate these former students into teaching and make them very effective and productive teachers?

\_\_\_\_\_  
\_\_\_\_\_

*Thank you for your cooperation.*

### APPENDIX 3: QUESTIONNAIRE FOR PEER TEACHERS

Dear peer teachers

Please go through this questionnaire carefully and provide the necessary responses. No response is necessarily wrong or correct. Feel free to provide the responses you consider appropriate. Do not write your name anywhere on this questionnaire. The information you give will be limited to this research and treated as highly confidential.

#### SECTION A

1. Level of the school (Tick)  National  Extra-County  County  Sub-county

2. Gender: Male  Female

3. Which year were you born?

\_\_\_\_\_

4. For how long have you been teaching? (*Tick the right one*)

1-6 months  7-12 months  1 year  2 years  OTHERS

5. When did you complete Form 4?

\_\_\_\_\_

6. What grade did you score in K.C.S.E?

\_\_\_\_\_

7. Do you teach students in class?

YES  NO

a) If YES which classes?

\_\_\_\_\_

b) Which subjects do you teach?

\_\_\_\_\_

d) If NO what do you do in that school?

---

8. What other duties do you perform/do in that school apart from teaching? (Please explain)

---

9. In the Table below please use a tick to indicate if you have the documents listed.

Document	Available	Not available
Lesson plan		
Subject syllabus		
Schemes of work		
Record of work covered		
Teaching notes		
Students' progress records		
Class attendance register		
Professional development certificates		

### **SECTION B**

1. After your K.C.S.E examination, were you interviewed before being given this job?

YES

NO

a) If YES, what were the other requirements you were expected to meet apart from the interview before getting the job?

---

b) If NO, what were the things they saw in you that made them select you to teach out of all the other members of your class?

---

c) How many students were selected from your K.C.S.E class to teach in your school?

---

d) What is the total number of all the former students yet to join college/University teaching with you in your former school? \_\_\_\_\_

**SECTION C**

1. Have you attended any Teacher Training College?

 YES

 NO

b) If YES please give the name of the Institution and level of Education \_\_\_\_\_

c) Using a tick in the Table below, rate the feelings of the people indicated towards you as a teacher in your former school.

NO.	PEOPLE	FEELINGS		
		EXCELLENT	GOOD	BAD
1.	Students			
2.	Regular teachers			
3.	H.O.D's			
4.	Principal			
5.	Parents			
6.	B.O.M			
7.	Education Officers			

2. From your own understanding give any five reasons which make schools employ their former students instead of employing qualified teachers? (briefly explain)

---



---

**SECTION D**

1. Given a chance, will you be willing to pursue teaching as your career at College/University and eventually become a fulltime/regular teacher?

YES

NO

a) If NO which other career do you wish to pursue?

---

2. Give any five things you think should be done to improve the quality of teachers right from Form 4 completion to retirement?

3. Suggest ways through which peer teachers can be incorporated into teaching and made fully qualified teachers?



*Thank you for your co-operation*

**APPENDIX 4: QUESTIONNAIRE FOR HEADS OF DEPARTMENTS**

**Dear H.O.Ds**

**Please go through this questionnaire carefully and provide the necessary responses. No response is necessarily wrong or correct. Feel free to provide the responses you consider appropriate. Do not write your name anywhere on this questionnaire. The information you give will be limited to this research and treated as highly confidential.**

**SECTION A**

1. Level of the school (Tick)  National  Extra-County  County  Sub-county

2. Gender: Male  Female

3. How many years have you been teaching? (*Tick the right one*)  
 1-5  6-10  11-17  18-25  OTHERS

4. How many teachers do you have in your department?  
 \_\_\_\_\_

5. Are all these teachers in your department employed by T.S.C?

YES  NO

b) If NO, how many are not employed by T.S.C?  
 \_\_\_\_\_

c) Among those not employed by T.S.C how many are untrained? \_\_\_\_\_

6. Are there any former students you have engaged to help your students as teachers?

YES NO

a) If YES which classes do they teach?  
 \_\_\_\_\_

b) How many are they in your department?  
 \_\_\_\_\_

c) Apart from teaching, which other duties have you assigned them in school?

---

**SECTION B**

1 Do you participate in the selection of these former students to be retained as teachers?

YES

NO

a) What qualities do you base on for a former student to be considered for a position of teaching before joining College? (Please explain)

---

b) What procedure is used to recruit these former students?

---

**SECTION C**

1. According to your own assessment, tick in the Table below, what you think are the views of the various stakeholders towards the use of former students as teachers by schools.

NO.	EDUCATION STAKEHOLDERS	VIEWS		
		STRONGLY APPROVE	APPROVE	DO NOT APPROVE
1.	Students			
2.	Peer teachers			
3.	Regular teachers			
4.	H.O.D's			
5.	Principal			
6.	Parents			
7.	B.O.M			
8.	Education Officers			

2. Do you support the utilization of these peer teachers in your school?  YES  NO

Give reasons \_\_\_\_\_

3. According to you, do these former students employed as teachers help improve performance in K.C.S.E? YES  NO

Give reasons\_\_\_\_\_

4. What do you think makes your school prefer to employ former students as teachers?

---

**SECTION D**

1. What do you think can be done to incorporate these Form Four leavers into teaching without compromising education standards and professionalism?

---

*Thank you for your cooperation*

**APPENDIX 5: INTERVIEW SCHEDULE FOR PRINCIPALS**

(The questions will be used to guide the interviewer during the interview session)

1. How many teachers do you have in your school?
2. Are all of them employed by the T.S.C? (Probe)
3. In this school, are there teachers who are your immediate former students waiting to join College or University? (Probe for numbers, subjects and classes they teach)
4. How do you identify and select these Form Four leavers to assist you in teaching? (Probe for identification criteria and selection procedure)
5. Do they teach all the classes from Forms 1-4?
6. Which other duties/responsibilities have you assigned them in school?
7. How old are they?
8. According to you, do these former students you have engaged as teachers greatly contribute to an improvement in the other students' performance (Probe for academic performance and general student behaviour)
9. In relation to the TSC Act 2015, do you feel that these peer teachers have qualification to serve as teachers? (Probe why they think so)
10. Don't you think that these peer teachers are eroding the standards of teacher competence? (Probe for an explanation on how it is not affecting competence standards)
11. Are the other education stakeholders in support of the utilization of peer teachers? (Probe views of other teachers, B.O.M and P.A )

12. What do you think can be the best way of incorporating these peer teachers into the teaching profession without compromising standards and professionalism

**APPENDIX 6: INTERVIEW SCHEDULE FOR PARENTS**

(The questions will be used to guide the interviewer during the interview session)

1. In which form is your child?
2. Have you heard about peer teachers in your child's School?
3. How many peer teachers are there in your child's school?
- 4 Give any five duties of a peer teacher in your school?
5. Do you think these peer teachers have any value/benefit to students in your school?

Explain either the benefits or lack of benefits?

6. Who pays them and how much are they paid? (Probe the salary scale and source of funding)
7. Do you support this idea of schools employing Form Four leavers to teach your child?
8. How are these peer teachers recruited in your child's school? (Probe procedure and requirements)
9. Is there anything you feel can be done to improve the utilization of peer teachers so that they can be incorporated into the teaching profession without compromising standards and the teaching profession?

**Thank you for your cooperation.**

## **APPENDIX 7: INTERVIEW SCHEDULE FOR THE BOARD OF MANAGEMENT**

(The questions will be used to guide the interviewer during the interview session)

1. How many teachers do you have in your school?
2. Are all those teachers employed by T.S.C?
3. How many have been employed on B.O.M terms?
4. Are you aware of any of these B.O.M teachers, who are last year's former students hired to teach their peers? (Probe for the exact number)
5. What method do you use as Board of Management, to recruit these peer teachers?  
(Probe procedure and qualifications)
6. Do these teachers teach all the classes from Forms 1-4 in your school? (Probe subjects and classes they teach)
7. Apart from teaching, what else do they do in school?
8. How much are they paid per month?
9. Do you think these peer teachers have any value/benefit to students in your school?  
(Seek explanation on benefits of peer teachers to students?)
10. Are these peer teachers not eroding teaching standards? (Probe for views on teaching standards)
11. What made the B.O.M to resort to utilizing peer teachers in this school?
12. Is there anything you feel can be done to improve the utilization of peer teachers so that they can be incorporated into the teaching profession without compromising standards and the teaching profession?

**Thank you for your cooperation**



**APPENDIX 8: INTERVIEW SCHEDULE FOR PEER TEACHERS**

(The questions will be used to guide the interviewer during the interview session)

1. How many teachers do you have in your school?
2. (a) Are all those teachers employed by T.S.C? (Probe)
  - (b) How many have been employed on B.O.M terms? (Probe)
  - (c) Are you aware of any other teachers who are last year's former students?
3. (a) Do you teach all the classes from Forms 1-4? (Probe subjects and classes)
  - (c) Apart from teaching, what else do you do in school?
  - (d) How much are you paid per month?
4. What method is used to recruit these peer teachers? (Probe procedure and qualifications)
5. (a) Do you think you have any value/benefit to students in your school?  
(Seek explanation on benefits of peer teachers to students?)
  - (b) Are you not eroding teaching standards? (Probe for views on teaching standards)
  - (c) What made the school to resort to utilizing peer teachers? (Probe).
6. Is there anything you feel can be done to improve the utilization of peer teachers so that they can be incorporated into the teaching profession without compromising standards and the teaching profession?

**Thank you for your cooperation**

**APPENDIX 9: INTERVIEW SCHEDULE FOR REGULAR TEACHERS**

(The questions will be used to guide the interviewer during the interview session)

1. How many teachers do you have in your school?
2. a) Are all those teachers employed by T.S.C? (Probe)
  - b) How many have been employed on B.O.M terms?
  - c) Are you aware of any of these B.O.M teachers who are last year's former students?  
(Probe for the exact number)
3. a) Do these teachers teach all the classes from Forms 1-4 in your school? (Probe subjects and classes they teach)
  - b) What subjects do these peer teachers teach?
  - c) Apart from teaching what else do they do in school?
4. What method do you use as a school to recruit these peer teachers? (Probe procedure and qualifications)
5. a) Do you think these peer teachers have any value/benefit to students in your school?  
(Seek explanation on benefits of peer teachers to students?)
  - b) Are these peer teachers' not eroding teaching standards? (Probe for views on teaching standards)
6. Is there anything you feel can be done to improve the utilization of peer teachers so that they can be incorporated into the teaching profession without compromising standards and the teaching profession?

**Thank you for your cooperation**

**APPENDIX 10: INTERVIEW SCHEDULE FOR STUDENTS**

(The questions will be used to guide the interviewer during the interview session)

1. How many teachers do you have in your school?
2. Is there any teacher who was last year's Form Four student? (Probe for the exact number)
3. a) How many are male and how many are female? (Probe for number, gender and reason)  
b) Do these teachers teach all the classes from Forms 1-4 in your school? (Probe subjects and classes)  
c) Which subjects do they teach in your school?  
d) Apart from teaching, what else do they do in school?
4. b) Do you think these peer teachers have any value/benefit to students in your school?  
(Seek explanation on benefits of peer teachers to students?)  
c) Are these peer teachers not affecting standards? (Probe for views on teaching standards)
5. Is there anything you feel can be done to improve the utilization of peer teachers so that they can be incorporated into the teaching profession without compromising standards and the teaching profession?

**Thank you for your cooperation**

## **APPENDIX 11: INTERVIEW SCHEDULE FOR HEADS OF DEPARTMENT**

(The questions will be used to guide the interviewer during the interview session)

1. a) How many teachers do you have in your Department?
  - b) Are all those teachers employed by T.S.C?
  - c) How many have been employed on B.O.M terms?
2. Do you have former students who completed Form Four last year teaching in your school? (Probe for the exact number and gender)
3. a) Do these teachers teach all the classes from Forms 1-4 in your school? (Probe subjects and classes they teach)
  - b) Which subjects do they teach? (Probe for reason)
  - c) What grades did they score in K.C.S.E?
  - d) Apart from teaching what else do they do in school?
4. How were they selected/recruited after completion of K.C.S.E? (Probe procedure and qualifications)
5. a) Do you think these peer teachers have any value/benefit to students in your school?
 

(Seek explanation on benefits of peer teachers to students?)

  - b) Are these peer teachers' not eroding teaching standards? (Probe for views on teaching standards)
  - c) What made the school to resort to utilizing former students as teachers in this school?
6. Is there anything you feel can be done to improve the utilization of peer teachers without compromising standards and the teaching profession?

**Thank you for your cooperation**

**APPENDIX 12: INTERVIEW SCHEDULE FOR C.D.T.S.C**

(The questions will be used to guide the interviewer during the interview session)

1. What is the Ministry's policy on teacher recruitment and employment?
2. Have you heard about peer teachers in secondary schools?
3. Do these peer teachers have any value/benefit to students in our schools? (Probe for the benefits/lack of benefits)
4. What is the position of the Teachers Service Commission towards the continued utilization of Peer teachers?
5. Do you think peer teacher utilization is as a result of the teacher deficit in most government schools? (Probe for probable factors contributing to peer teacher utilization)
6. As an office charged with teacher management, do you think that these peer teachers are eroding and lowering standards of teacher competence? (Probe for competencies and how they are not met by peer teachers)
7. Is there anything you feel can be done to improve the utilization of peer teachers so that they can be incorporated into the teaching profession without compromising standards and the teaching profession?

**Thank you for your cooperation.**

**APPENDIX 13: DOCUMENT ANALYSIS GUIDE**

(The Table below was be used to obtain information on performance from the sampled schools)

SCHOOL \_\_\_\_\_

COUNTY \_\_\_\_\_

<b>SUBJECT</b>	<b>YEAR</b>	<b>K.C.S.E MEAN</b>	<b>DEVIATION</b>	<b>TEACHER (R-REGULAR, P/R-PEER/REGULAR)</b>
<b>ENGLISH</b>	2010			
	2011			
	2012			
	2013			
	2014			
	2015			
	2016			
<b>KISWAHILI</b>	2010			
	2011			
	2012			
	2013			
	2014			
	2015			
	2016			
<b>MATHEMATICS</b>	2010			
	2011			
	2012			
	2013			
	2014			
	2015			
	2016			
<b>BIOLOGY</b>	2010			
	2011			
	2012			
	2013			
	2014			
	2015			
	2016			
<b>CHEMISTRY</b>	2010			
	2011			
	2012			
	2013			
	2014			
	2015			
	2016			
2017				

**APPENDIX 14: COUNTIES IN THE WESTERN REGION**



Source: Google maps

## APPENDIX 15: APPROVAL OF RESEARCH PROPOSAL



### KENYATTA UNIVERSITY GRADUATE SCHOOL

E-mail: [kubjps@yahoo.com](mailto:kubjps@yahoo.com)  
[dean-graduate@ku.ac.ke](mailto:dean-graduate@ku.ac.ke)  
 Website: [www.ku.ac.ke](http://www.ku.ac.ke)

P.O. Box 43844, 00100  
 NAIROBI, KENYA  
 Tel. 810901 Ext. 57530

#### Internal Memo

**FROM:** Dean, Graduate School  
**TO:** Mr. Kasembeli D. Wasike  
 C/o Department of Educational Foundations  
 KENYATTA UNIVERSITY

**DATE:** 19<sup>th</sup> August, 2019

**REF:** E83/33978/15

**SUBJECT:** APPROVAL OF RESEARCH PROPOSAL


This is to inform you that the Graduate School Board at its meeting 7<sup>th</sup> August, 2019 approved your Ph.D. Research Proposal entitled "Utilization of Secondary School Peer Teachers and Implications for Adherence to Standards of Teacher Competence in Western Region, Kenya".

You may now proceed with your Data collection, subject to clearance with the Director General, National Commission for Science, Technology & Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed supervision Tracking Forms per semester. The form has been developed to replace the progress Report Forms. The Supervision Tracking Forms are available at the University's Website under Graduate School webpage downloads.

By copy of this letter, the Registrar (Academic) is hereby requested to grant you substantive registration for your Ph.D. studies.

Thank you.

  
 ELIJAH MUTUA  
 FOR: DEAN, GRADUATE SCHOOL

c.c. Registrar (Academic) Att; Mrs. Lucy Njenga  
 Chairwoman, Department of Educational Foundations

Supervisors:

1. Dr. Peter Gathara  
 Dept. of Educational Foundations  
 Kenyatta University
2. Dr. Violet Wawire  
 Dept. of Educational Foundations  
 Kenyatta University

EM/cao



**APPENDIX 16: RESEARCH AUTHORIZATION BY NACOSTI**

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 735411	Date of Issue: 19/February/2021
<b>RESEARCH LICENSE</b>	
	
<p>This is to Certify that Mr., DAVID KASEMBELI WASIKE of Kenyatta University, has been licensed to conduct research in Bungoma, Busia, Kakamega, Vihiga on the topic: UTILIZATION OF SECONDARY SCHOOL PEER TEACHERS AND IMPLICATIONS FOR ADHERENCE TO STANDARDS OF TEACHER COMPETENCE IN WESTERN REGION, KENYA for the period ending : 19/February/2022.</p>	
License No: NACOSTI/P/21/8999	
735411	
Applicant Identification Number	Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code
	
<p>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</p>	

**APPENDIX 17: RESEARCH AUTHORIZATION-BUSIA COUNTY**



**REPUBLIC OF KENYA**

**MINISTRY OF EDUCATION  
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION**

**Telephone: 055-22152**  
**Fax: 055-22152**  
**When replying please quote**  
Email: cdebusia@gmail.com

COUNTY DIRECTOR OF EDUCATION  
BUSIA COUNTY  
P.O. BOX 15 - 50400  
BUSIA (K)

**23<sup>rd</sup> February, 2021**

**Ref No.**  
**MOEST/BSA/CED/TR/RCT/4/6/253)**

Sub-County Directors of Education  
**BUSIA COUNTY**

**RE: RESEARCH AUTHORIZATION**

This office is in receipt of letter from National Commission for Science, Technology and Innovation dated **19<sup>th</sup> February, 2021** authorizing research on "**Utilization of secondary school peer teachers and implications for adherence to standards of teacher Competence**" in Busia County. The research period is expected to end on **19<sup>th</sup> February, 2022**.

This is to inform you that **Mr. David Kasembeli Wasike** has been authorized to conduct the research. Kindly accord her necessary assistance.

**PAMELA A. AKELLO**  
FOR: COUNTY DIRECTOR OF EDUCATION  
**BUSIA COUNTY**

**APPENDIX 18: RESEARCH AUTHORIZATION-KAKAMEGA COUNTY**

REPUBLIC OF KENYA



MINISTRY OF EDUCATION

STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

Telephone: 056 -30411

Fax: 056 – 31307

E-mail: rceducation2016@gmail.com

When replying please quote our Ref.

County Director of Education

Kakamega County

P. O. BOX 137 - 50100

KAKAMEGA

**REF: KAKA/C/GA/29/17/VOL.V/107****4<sup>th</sup> March , 2021**DAVID KASEMBELI WASIKE  
KENYATTA UNIVERSITY**NAIROBI****RE: RESEARCH AUTHORIZATION**

The above has been granted permission by National Council for Science & Technology vide letter Ref. NACOSTI/P/21/8999 dated 19<sup>th</sup> February, 2021 to carry out research on "*Utilization of Secondary School Peer teachers and implications for adherence to standards of teacher competence in - Kakamega County*" for the period ending 19<sup>th</sup> February, 2022".

Please accord him/her any necessary assistance he may require.

COUNTY DIRECTOR OF EDUCATION  
KAKAMEGA COUNTY

DICKSON O. OGONYA  
COUNTY DIRECTOR OF EDUCATION  
**KAKAMEGA COUNTY**

CC

The Regional Director of Education  
**WESTERN REGION**

**APPENDIX 19: RESEARCH AUTHORIZATION-VIHIGA COUNTY**

REPUBLIC OF KENYA



MINISTRY OF EDUCATION

STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

Telephone: 056 -30411  
Fax: 056 – 31307  
E-mail: rceducation2016@gmail.com  
When replying please quote our Ref.

County Director of Education  
Vihiga County  
P. O. BOX 640-50300  
VIHIGA

**REF: VHG/C/GA/29/17/VOL.V/80**

**3<sup>th</sup> March , 2021**

DAVID KASEMBELI WASIKE  
KENYATTA UNIVERSITY  
**NAIROBI**

**RE: RESEARCH AUTHORIZATION**

The above has been granted permission by National Council for Science & Technology vide letter Ref. NACOSTI/P/21/8999 dated 19<sup>th</sup> February, 2021 to carry out research on "*Utilization of Secondary School Peer teachers and implications for adherence to standards of teacher competence in - Vihiga County*" for the period ending 19<sup>th</sup> February, 2022".

Please accord him/her any necessary assistance he may require.

A handwritten signature in black ink, appearing to read 'Hellen Nyangau', written over a horizontal line.

**HELLEN NYANGAU  
COUNTY DIRECTOR OF EDUCATION  
VIHIGA COUNTY**

CC  
The Regional Director of Education  
**WESTERN REGION**

**APPENDIX 20: RESEARCH AUTHORIZATION-BUNGOMA COUNTY**

REPUBLIC OF KENYA



MINISTRY OF EDUCATION

STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

Telephone: 056 -30411  
 Fax: 056 – 31307  
 E-mail: rceducation2016@gmail.com  
 When replying please quote our Ref.

County Director of Education  
 Bungoma County  
 P. O. BOX 1620-50200  
 BUNGOMA

**REF: BGM/C/GA/29/17/VOL.V/95****4<sup>th</sup> March , 2021**

DAVID KASEMBELI WASIKE  
 KENYATTA UNIVERSITY  
NAIROBI

**RE: RESEARCH AUTHORIZATION**

The above has been granted permission by National Council for Science & Technology vide letter Ref. NACOSTI/P/21/8999 dated 19<sup>th</sup> February, 2021 to carry out research on "*Utilization of Secondary School Peer teachers and implications for adherence to standards of teacher competence in - Bungoma County*" for the period ending 19<sup>th</sup> February, 2022".

Please accord him/her any necessary assistance he may require.

A handwritten signature in black ink, appearing to read 'Philip K Chirchir', written over a horizontal line.

**PHILIP K CHIRCHIR  
 COUNTY DIRECTOR OF EDUCATION  
BUNGOMA COUNTY**

CC  
 The Regional Director of Education  
WESTERN REGION