

# **Peer Instruction and Secondary School Students Performance in Vectors in Bungoma County in Kenya**

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## **Abstract**

The purpose of this study was to document the influence of peer instruction on students attitude towards vectors. It was guided by the social learning theory propounded by Bandura (1977). The study used an after only with control experimental design. The design was chosen because it is objective, logical and a systematic method that can be used to demonstrate the influence of peer instruction on attitude. The form three class in public secondary schools was the target population. Multi stage sampling was used to select 479 students from 16 schools who participated in the study. Streams were randomly assigned to either the control or the experimental treatment groups. The treatment took place over a duration of three weeks following which a questionnaire was used to collect data from the sampled students. The study found that more students in the experimental treatment groups indicated positive attitude than in the control treatment groups. This means that more students exhibit a positive attitude towards learning vectors when they are instructed via peer instruction than when conventional methods are used. It is recommended that teachers adopt the use of peer instruction so that learners can develop a positive attitude towards vectors and by extension towards mathematics.

**Keywords:** Peer instruction, Students attitudes, Learning vectors

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