



Peer Teacher Utilization in Secondary Schools: Varying Trends in Selected Counties of the Western Region, Kenya

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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 the Teachers Service Commission having insisted on only registered teachers being allowed to teach in Secondary schools. This study aimed at investigating, analyzing and documenting the varied trends in peer teaching in Kenyan secondary schools and their implications for adherence to teacher competence standards in selected Counties of the Western region of Kenya. 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 (1969). 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 Head of Department. The interviews were conducted with the Principals, County Director of Teacher Service Commission, Board of Management members, parents, students, peer teachers, regular teachers and Head of Departments in the selected schools. Document Analysis was done on past Kenya Certificate of Secondary Education results records and the teachers who taught the classes. 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 that utilized t-test. 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. In light of these findings, the study recommended that the government should design and adopt a law to legalize the utilization of peer teachers.

Keywords: Peer teachers, standards of teacher competence.

Introduction

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 on education worldwide, there has been a campaign to provide basic education to all the citizens of the world .

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 enrolment 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.

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). This problem is more pronounced in the science subjects of Mathematics, Chemistry, Biology and Physics (Mahulo 2012). 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, 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 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, 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 (Sifuna and Indire, 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 until parents were employing teachers to teach their children (Republic of Kenya 2012).

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 study be carried out to establish the trends in peer teacher utilization and their implications for adherence to standards of teacher competence in Kenyan secondary schools.

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 requirement 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. 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.K, 2016). Despite the directive and the availability of qualified/ trained teachers, the utilization of peer teachers in Western region secondary schools has continued unabated. It was, therefore, necessary that the trends in peer teacher utilization in Secondary Schools and the implication for adherence to standards of teacher competence be investigated.

Research Objective

The objective of this study was to:

- i. Evaluate 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.

Research question

The study was guided by the following research question:

- i. 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?

Methodology

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. The researcher used this method to collect and analyze data on trends in peer teacher utilization and adherence to standards of teacher competence. 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 by Harold Noah and Marc Eckstein (1969). The 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.

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. Western region has a total of 1,273 secondary schools which are 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 are 35,524 teachers employed by School Boards of Management in Secondary schools in Kenya. Western region alone caters for 7,020 (19.76%), Nyanza region has 6111 (17.2%) while Rift Valley region has 5984 (16.84%) (Basic Education Statistics 2013). Therefore Western region has the highest number of teachers employed by B.O.Ms as compared to the other 7 regions. Western region also has 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 is at 62% and majority of the residents are small scale farmers. There is 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 has made the region to prioritize education as the only source of hope for its populace making them do everything possible including hiring peer teachers to ensure their children excel.

Target population and sampling

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
TOTAL	1,273	1221	52

Sampling techniques and sample size

The researcher used both stratified random sampling and purposive sampling in selecting the schools. First, the schools in Western region 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 as shown in Table 3.2.

Table 3.2 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 3.2. The secondary schools sampled above had a total population of 8,630 resource persons. This study sampled 903 resource persons (11.41%) 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% (24) 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 as shown in Table 3.3:

Table 3.3 Categories of Sampled Informants

SCHOOL	STUDENTS	TEACHERS	PEER TEACHERS	H.O.Ds	PRINCIPALS	CDEs	P.A	B.O.M
NS 1	167	07	04	01	01	01	03	02
SCS 1	28	02	03	01	01		01	02
CS 1	108	04	03	01	01	01	02	02
NS 2	112	06	03	01	01		02	02
ECS 1	143	07	04	01	01	01	02	02
SCS 2	34	02	02	01	01		01	02
ECS 2	130	06	02	01	01	01	02	02
CS 2	69	03	03	01	01		02	02
TOTAL	791	37	24	08	08	04	15	16

Research Instruments

Questionnaires

Questionnaires were used to collect data from peer teachers, regular teachers, students and heads of departments. The questionnaire technique was preferred because it collects a lot of information within a short period of time (Kombo and Tromp 2006) and it also has the advantage of reaching a big number of people at a minimal cost.

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. Kerlinger (1973) observed that more people were willing to communicate orally than in writing. The use of interview schedules in this study was preferred because Principals, Parents, B.O.M members and Education officers had vital information that they could share with the interviewer on peer teacher utilization yet they may not have had time to write it down or express themselves fully in writing.

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 enabled the researcher to establish if students handled by peer teachers recorded an improvement or a drop in the national exams.

Findings

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 1 Distribution of peer teachers in selected Counties in Western region secondary schools 2010-2018

SCHOOL TYPE	2010		2011		2012		2013		2014		2015		2016		2017		2018	
Gender	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
ExtraCounty	201	171	300	106	300	119	335	146	350	155	420	228	502	221	320	128	315	107
County	297	114	380	149	402	164	423	181	524	201	588	282	649	298	372	135	302	99
Sub County	785	559	944	467	1231	493	1361	524	1434	709	1491	811	1441	859	1215	477	1129	216
TOTAL	1307	854	1650	734	1952	788	2148	863	2338	1079	2521	1330	2623	1398	1920	746	1761	427
G TOTAL	2,161		2,384		2,740		3,011		3,417		3,851		4,021		2,666		2,188	

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

From Table 1, the utilization of peer teachers 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 Educations directive that only T.S.C registered teachers would be allowed to handle Secondary school students (M.O.E.K, 2016). According to the directive, the education quality, discipline of learners and their academic performance had greatly deteriorated and were at the lowest 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, 14th 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 all the 9 years under study in the selected Counties in the Western region. 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 for the 9 years, 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 4.1

Figure 1 Graphical presentation of the distribution of peer teachers according to school categories in selected Counties in the Western region

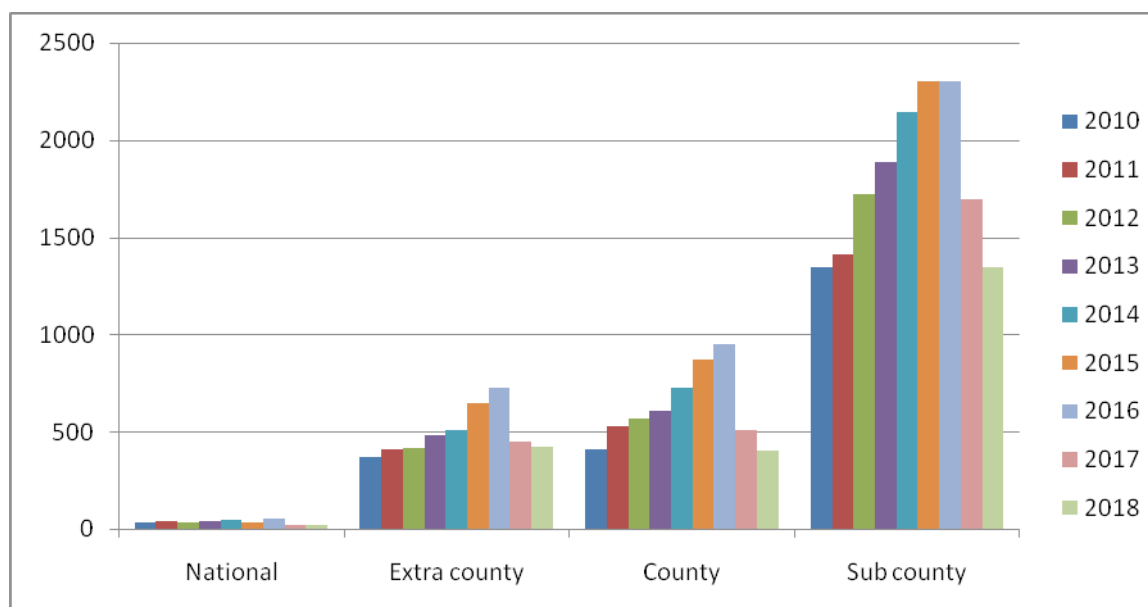


Figure 1 reveals that sub-County schools employed the highest number of peer teachers, followed by County schools. The National schools employed the lowest number. This could be attributed to the fact that National schools were better staffed and, therefore, mostly employed peer teachers to complement 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 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	67.165%	2,161	11.615%	3,274	17.59%	674	3.622%
2011	19,043	13,125	68.923%	2,384	12.519%	2,933	15.40%	601	3.156%
2012	19,551	13,091	66.958%	2,740	14.014%	3,001	15.34%	719	3.677%
2013	19,951	13,533	67.831%	3,011	15.092%	2,891	14.49%	516	2.586%
2014	20,545	14,001	68.147%	3,417	16.631%	2,620	12.75%	507	2.467%
2015	21,338	14,744	69.097%	3,851	18.047%	2,301	10.78%	442	2.071%
2016	22,805	16,114	70.659%	4,221	18.509%	2,119	9.29%	351	1.609%
2017	23,867	17,938	75.158%	2,666	11.170%	2,973	12.45%	290	1.215%
2018	24,435	18,822	77.028%	2,188	8.954%	3,242	13.27%	183	0.748%
Total	190,140	133,864	70.402%	26,639	14.010%	25,354	13.33%	4,283	2.252%

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

According to Table 2, the percentage of peer teachers against the regular teachers in the 8 years under study oscillated between 8.954% and 18.509%. The year 2016 had the highest percentage of peer teachers at 18.509%. 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 14.010% while the regular teachers stood at 70.402%. 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 2.252%. The prevalence of peer teachers in Secondary Schools might have impacted negatively on the expected teachers' competence standards since the average percentage of peer teachers who lacked both the academic and professional competencies in the 9 years under study was quite reasonable at 14.010%. The utilization of peer teachers in the sampled schools in the years 2010 to 2018 was as indicated in Table 4.6.3:

Table 3 Distribution of Peer teachers in the sampled schools 2010-2018

SCHOOL	2010		2011		2012		2013		2014		2015		2016		2017		2018	
Gender	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
TOTAL	44	8	47	6	40	8	52	10	48	13	57	9	63	11	40	3	35	2
G TOTAL	52		53		48		62		61		66		74		43		37	

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

In reference to Table 3, peer teachers were distributed in varied numbers across the 8 selected schools over the 8 years. National schools had the lowest number of peer teachers in each year

totaling to 84 in 8 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 to 2018, 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.

The peer teachers employed were of different ages as shown in Figure 2

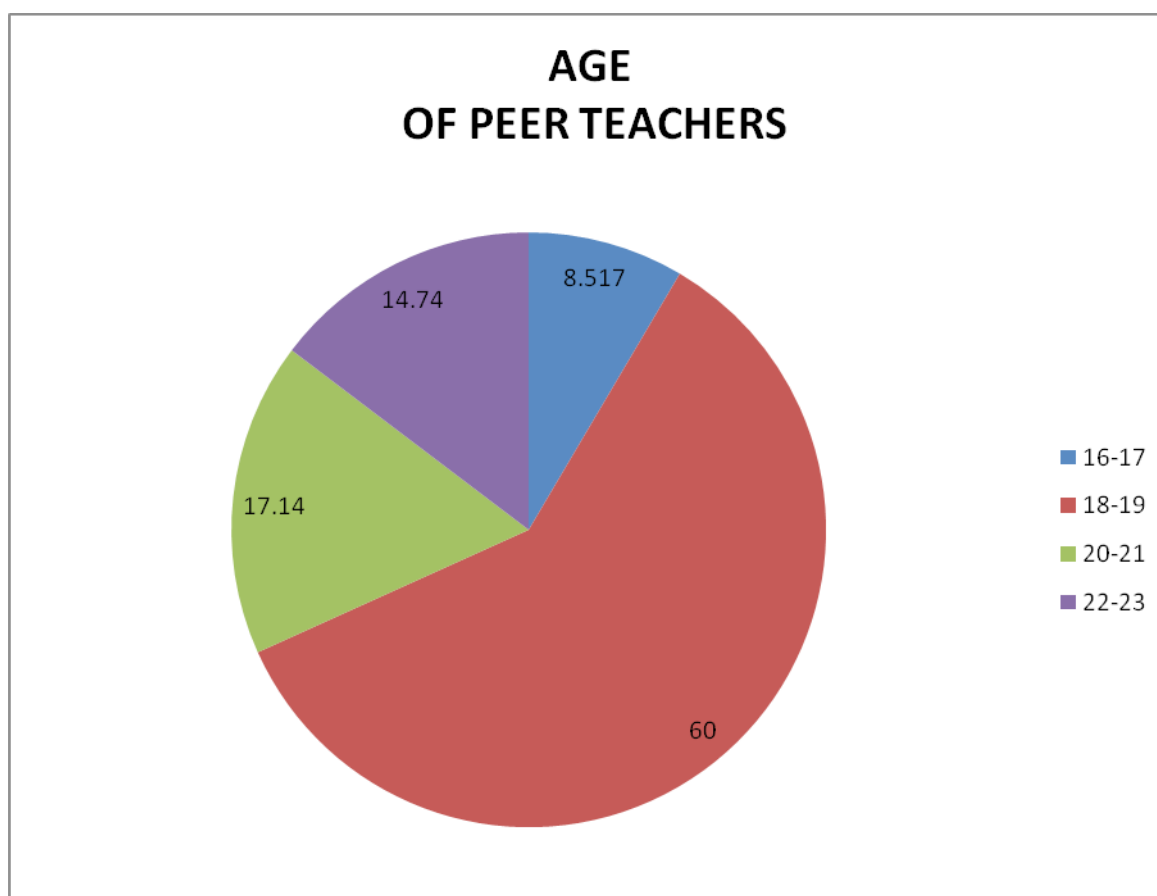


Figure 2 Age distribution of peer teachers in the sampled schools

The age of peer teachers lay between 16 to 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.

Duties performed by peer teachers in Secondary schools

Peer teachers mentioned several duties they performed as summarized in table 4.6.4:

Table 4 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%
	TOTAL	245	108	100

Source: Questionnaires for peer teachers September 2019

In relation to Table 4, 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 counseling 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 counseling 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. The teaching in schools by peer teachers took different forms as summarized in Table 5:

Table 5 Different forms of teaching by peer teachers

S/NO.	FORMS OF PEER TEACHING	No. of peer teachers involved	% of peer teachers involved
1	Assigned lessons/classes from form 1 to 4	12	34%
2	Teaching form one and two	15	43%
3	Extra-teaching (Morning and evening)	18	51%
4	Teaching form four alone	08	23%
	TOTAL	53	37.75%

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

In reference to Table 5, 34% 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% (12) peer teachers' assigned lessons on the schools Master Timetable is as indicated in table 6:

Table 6: 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 Table6, 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, they mainly taught Mathematics, Chemistry, Biology, Physics, English and, in some cases, History, C.R.E and Geography. Thus, peer teachers were utilized mostly in sciences and Mathematics. A 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) of 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)

Another 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. 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 marked exams as indicated in Table 7;

Table 7. Percentage of peer teachers involved in marking exams.

S/NO	RESPONDENTS	NO. INDICATING THAT PEER TEACHERS MARK EXAMS	PERCENTAGE
1	Students	633	80.02%
2	Regular Teachers	27	72.97%
3	Peer teachers	20	51.43%
4	Heads of Departments	8	75%
5	Principals	4	50%
6	Parents	9	60%
7	Board of Management members	8	50%
8	County Director-T.S.C	0	0
		709	78.51%

Source: Questionnaires for students, Peer and Regular teachers and H.O.Ds, **September 2019**

As indicated in Table 7, 80.02% of students, 72.97% of regular teachers, 51.43% of peer teachers, 75% of H.O.D's, 75.0% of Principals, 60% of parents and 50% of B.O.M members indicated 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 be able to 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 enables 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 on 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 8 presents a summary of the responses on the involvement of peer teachers in co-curricular activities:

Table 8 Percentage of peer teachers in co-curricular activities

S/NO	RESPONDENTS	NO INDICATING THEY ARE INVOLVED IN CO-CURRICULAR	PERCENTAGE
1	Students	697	88.11%
2	Regular Teachers	20	54.05%
3	Peer teachers	9	25.71%
4	Heads of Departments	5	62.5%
5	Principals	4	50%
6	Parents	8	53.33%
7	Board of Management members	9	56.25%
8	County Director-T.S.C	2	50%
		754	63.39%

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

As per table 8, on average 63.39% of all the respondents indicated that peer teachers were involved in co-curricular coaching, 88.11% of students, 54.05% of regular teachers, 25.71% of peer teachers, 62.5% of H.O.D's, 50% of principals, 53.33% of parents, 56.25% of B.O.M members and 50% 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 counseling 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 counseling where peer teachers had sessions with students in groups or individually, or indirect guidance and counseling where students were expected to see/remember/emulate (role modeling) 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)**

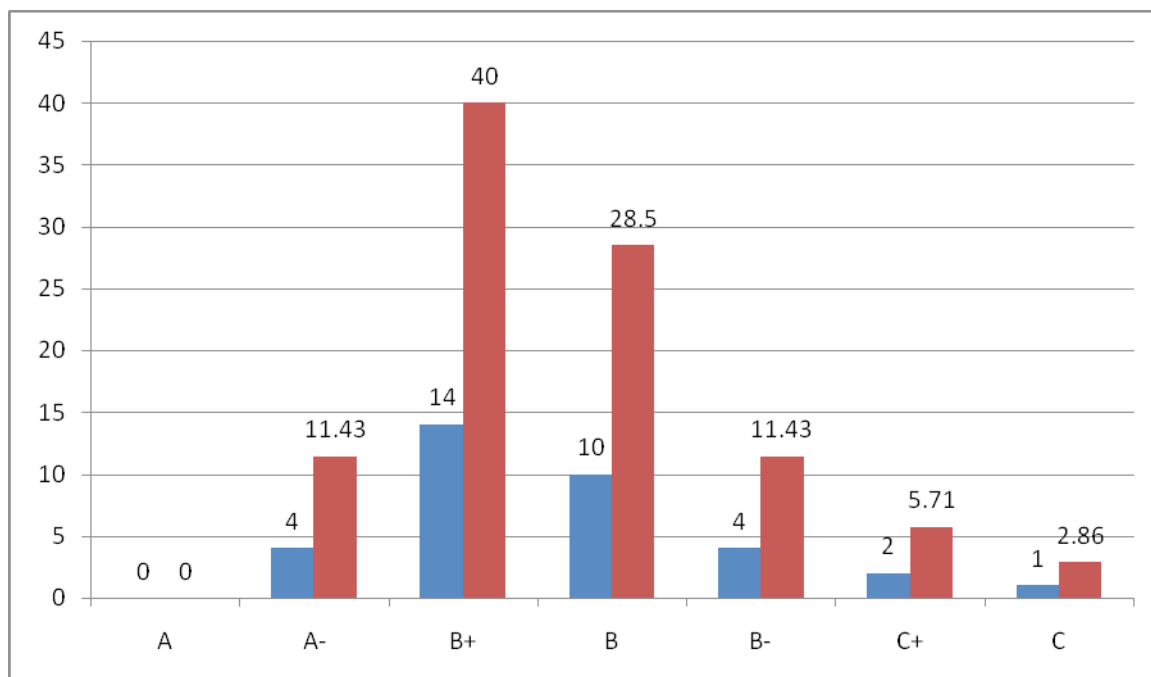
Lastly, 42.86% (15) of peer teachers were involved in supervision of all the other school programmes. It was revealed that 37.21% were said to supervise evening and morning preps, 39.9% supervised weekend sessions, 24.59% supervised the boarding section and dormitories, and 19.37% supervised school meals. 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. 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.

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. Their performance is as shown in Figure 3:

Figure 3. The performance of peer teachers in K.C.S.E

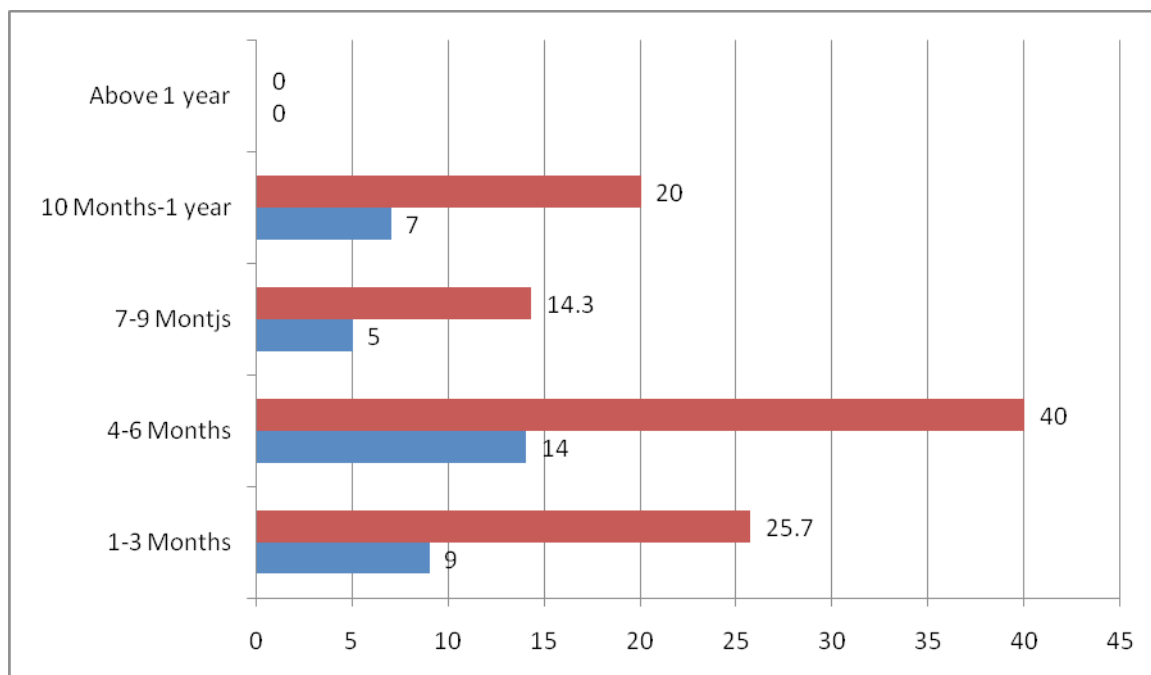


Source: Questionnaire for peer teachers **September 2019**

According to Figure 3, 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' length of stay in a school was dependent on the University or college they were to join. A summary of their length of stay is as indicated in Figure 4:

Figure 4.4. The length of stay of peer teachers in schools



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

In reference to Figure 4, 25.7% had served 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. 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 9:

Table 9 Peer teachers' induction into teaching

S/NO.	WAYS PEER TEACHARES WERE INDUCTED INTO TEACHING	NUMBER	PERCENTAGE
1	Induction by Principal	17	50%
2	Induction by Heads of Departments	13	37.14%
3	Induction by Subject Teacher	21	60.00%
4	Induction through Seminars and Workshops	5	14.28%
5	Self-induction	12	37.14%
	TOTAL	68	38.86%

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 50% 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% by the subject teacher during hand-over, 14.28% attended subject sub-County and County workshops and seminars while 37.14% 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.

Indications of lesson/ teaching preparedness by peer teachers

Questionnaires for peer teachers sought to establish whether peer teachers had the standard professional documents required of a qualified teacher. 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 counseling records and current personal timetable. The professional documents were meant to make teaching and learning more effective (T.S.C, 2015). 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. The findings were as indicated in Table 10.

Table 10 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%
	TOTAL	91	32.5%	189	67.5%

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

As per Table 10, 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 11.

Table 11 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 11, 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)

Conclusion

There still existed peer teachers in secondary schools despite the clamor to root them out through full implementation of the T.S.C Act (2015) which emphasizes on employment of only qualified teachers registered by the commission 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, ranging from the National, Extra-County, County and sub-County 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 counseling 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. Only 37.50% had lesson plans, 45.71% had the syllabus, 54.29% had schemes of work, 22.86% had records of work covered, 57.14% had teaching notes, 31.43% kept students' progress records, 5.71% had class attendance registers and 8.57% had attended teacher professional development programmes. None of the peer teachers had all the professional documents as required by the T.S.C Regulations (2013). They only had either one or two of the professional documents as required. This was a clear indication that professionalism was not adhered to in the utilization of peer teachers. However, schools mostly relied on induction to remedy the glaring weaknesses, though the induction of peer teachers was scanty in details, unstructured and disorganized.

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