

# **Effect of Collaborative Peer Learning on Learner Attitude and Performance in Mathematics in High School**

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Learners learn best when they are actively engaged in the processing of learning information. A way of involving them in active learning is to have them learn from each other in small groups or teams. As we ask teachers to display cultural sensitivity and competence, mathematics teacher educators ought to enact research and teaching practices that address and support the needs of all learners. Now, research shows that students working in small groups tend to learn more of what is taught and retain it longer than when the same content is presented exclusively by the teacher, and to an extent, appear more satisfied with their classes (Davis 1993, Barkley, 2005). Proof of this is yet to be done in Kenya and Africa as a whole. There is need to do so scientifically and that is what this paper intends to unravel. A model of study will involve purposeful selection of a heterogeneous high school that incorporates the sets of mixed gender boarding and day school to widen the applicability in all the types of schools in the country. These are: (1) Boarding Girls High School, (2) Boarding Boys High School, (3) Day School Girls High School, (4) Day School Boys High School, (5) Day School Gender Mixed High, (6) Boarding Gender Mixed High. The treatment group shall closely be guided and monitored to make group learning effective. After instruction the mid-term and end term exam results in all the classes shall be compared. A higher mean score of the treatment group shall mean we advocate for peer learning while a lower comparative mean would imply that peer collaborative learning is not practical in Kenya and Africa as a continent. Pre-project and post instruction survey tools shall also be analyzed to get the attitude and ability change in the learner as a result of the collaborative peer teacher guided instruction.

**Keywords:** Collaborative learning; Peer; Attitude; Performance.