

# A Survey Of The Use Of Peer Assessment In Business Schools In Kenyan Universities

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## **Abstract:**

Student peer assessment is one example of educational practice which is likely to contribute positively towards the development of employability skills. Despite such compelling justification and some evidence of increasing implementation, it is suggested that many undergraduate courses are still failing to fully incorporate peer assessment for either formative or summative assessment. The study was guided by the following questions: • To what extent is peer assessment used in universities in Kenya? • How do students in universities in Kenya perceive peer assessment? • Why is peer assessment not a common practice in Kenyan universities? What strategies can be used to popularize peer assessment in Kenyan universities? Commission of Higher Education in Kenya and 5 universities that are operating using Letters of Interim Awards. The researcher focused on universities that have been awarded a charter by Commission of Higher Education. Stratified random sampling technique was used, where universities were categorized into two strata, public and private. A sample of 2 private Universities and 2 public universities in Kenya were picked. Data was collected using questionnaires and analyzed using descriptive statistics such as frequencies and percentages. Open ended questions were organized into categories and analyzed qualitatively. Data was presented in form of tables and graphs, and hypotheses were tested using chi-square tests. The study found that peer assessment is practiced in universities to some extent even though it is not fully understood. Peer assessment is more common in private than public universities. The reason for this disparity is the large class sizes in public universities than in private ones. Public universities have large classes which make it impossible to employ peer assessment. The Hypothesis that female lecturers involve students more than male lecturers did not pass the chi-square tests and was therefore rejected while the one on class size and peer assessment was accepted