

Evaluation of the Administration and Management of Peer Teaching at the University of Zambia: Lessons from Geography Education Students

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Abstract: This study sought to evaluate the administration and management of peer teaching at the University of Zambia (UNZA). The aim of the study was to determine the practical way(s) to enhance the administration and management of peer teaching in geography education at UNZA. The main objectives were to: (i) evaluate the effectiveness of the peer teaching at UNZA; (ii) explore practical ways of administering and managing peer teaching to enhance quality at UNZA. The study used qualitative approach, and the case study design. 47 learners (21 male & 26 female) and one male lecturer participated in the study. The key findings were (i) majority of learners agreed that peer teaching was well organised at UNZA; (ii) majority of learners disagreed that the time allocated to the peer teaching was adequate; (iii) learners faced various challenges which included inadequate time allocated to peer teaching experience, lack of teaching resources, difficulties in lesson management, lecturers' attitude and their punctuality. Because of these findings the study recommends the following: (i) increase in the time allocation to peer teaching activity, to between 20 and 40 minutes, (ii) beginning peer teaching early in the year, (iii) departmental involvement in providing teaching and learning resources to be used during the peer teaching experience, and that lecturers should be punctual and should give feedback after each learner presenter.

I. BACKGROUND OF THE STUDY

There may be no 'one size fits all' strategy to enhance quality delivery of instructions in teacher education. Peer teaching, also referred to as micro teaching is one of the strategies that the University of Zambia, School of Education students are subjected to before they are finally certified qualified teachers, and ready to teach. Various studies on teacher education, especially on instructional delivery and strategies, have been recorded, in an effort to enhance quality. Peer learning is an educational process where learners interact with their peers who share an interest in the subject and learn both with and from each other (Boud, Cohen, & Sampson, 2001). Boud, Cohen, and Sampson (2014) observed that peer learning provided self and peer assessment, and also offered an opportunity for receiving feedback from peers and facilitators.

In teacher education, peer teaching or micro teaching is the first strategy in preparing trainee teachers to experience delivering a lesson. At UNZA, peer teaching is part of the Continuous Assessment (CA). Marks are awarded to students after they have taught. To validate this activity, student teachers are either given a topic by their facilitators or they are given a privilege to choose their own topic. In this case, a geography or an environmental topic as enshrined in the geography curriculum should be considered. Peer teaching exercise is done after they (student teachers) have been taught about lesson planning, and it is a compulsory exercise (Manchishi & Mwanza, 2019). Students, one after the other, deliver a lesson before their peers in the presence of their facilitator (s). The ideal arrangement is that after each presenter, peers comment on the strengths and areas of improvement. After peers have commented, the facilitator gives his or her comment(s) to wrap up on that presenter. Peer teaching is the first component in teacher education, where the student experiences to write his or her first lesson plan, the tool that is used to deliver a lesson.

If administered and managed effectively and efficiently, peer teaching sets a strong foundation for a trainee teacher. The evaluation of the administration and management of peer teaching as per this study would give a unique taste to its conduct henceforth.

Statement of the Problem

The quality in the administration and management of peer teaching in teacher education at the University of Zambia is questionable. This study focuses on evaluating the administration and management of peer teaching at UNZA. As far as the researchers are concerned, there has never been a study uniquely dedicated to evaluating the administration and management of peer teaching in geography education. The closest works addressing peer teaching was the study by Manchishi and Mwanza (2019) whose focus was to establish whether peer teaching was still a useful strategy at the University of Zambia. Despite various related works and recommendations concerning teacher education preparations,

by the UNZA scholars, little or no improvement at all, has been recorded, especially on peer teaching as a strategy. The point of reflection in this study is, ‘what else needs to be done regarding peer teaching as a strategy, to enhance quality and needed efficiency in its administration and management at the University of Zambia’?

The Aim of The Study

The Aim of the study was to document the practical way(s) to enhance the administration and management of peer teaching in geography education at the University of Zambia.

Objectives of The Study

The Objectives of the study were to:

1. Evaluate the effectiveness of peer teaching at UNZA
2. Explore practical ways of administering and managing peer teaching to enhance quality at UNZA.

Research Questions of The Study

The study was guided by the following questions:

1. What could be the effective ways of administering and managing peer teaching in geography at the UNZA?
2. How best could peer teaching be administered and managed in geography education at the UNZA?

II. RELATED LITERATURE

This section reviewed studies conducted on the subject of peer teaching.

Definition of Peer Teaching

Bradford – Watts (2011:31) defined peer teaching as a “suite of practices in which peers instruct each other in a purposive – driven, meaningful interaction”.

Benefits of Peer Teaching

Mynard and Almarzouqi (2006) wrote on the benefits of peer teaching that it improved competence in the subject area, eased students into university life, developed autonomous of learning skills, built confidence, and self-esteem, enhanced team-working skills, as well as developed leadership skills.

Peer teaching offers an opportunity to increase student engagement, encourages students to assume a more active role in knowledge acquisition (Velez, 2011). Educational practices including peer learning and peer interaction, “...should be systematically examined and evaluated” (De Lisi, 2002: 5).

Manchishi and Mwanza (2019) conducted a research on the usefulness of peer teaching as a strategy at UNZA. Their findings showed that peer teaching as a strategy at UNZA though useful and beneficial, its usefulness was debatable. On challenges, their study indicated but not limited to, inadequate time for peer teaching, lack of adequate teaching staff at UNZA, lack of teaching materials such as chemicals and apparatus), negative attitude by some educators towards peer teaching.

Effective and Efficient Management of Peer Teaching

Peer teaching is effective in both enhancing learning and empowering learners, though it is a neglected tool (Williamson & Paulsen – Becejac, 2018). Educators have the responsibility of developing the learning’s full potential through the use of effective self- directed learning. Such would build and maintain a harmonious team relationship in the classroom (Stone, Cooper & Cant, 2013)

Educators ensure that learners gain transferrable skills relating to time management, group dynamics, social skills, networking and questioning techniques, which should enable them to achieve a deeper level of thinking, and such bring about learning (Keup, Rogan, & Kenedy, 2015).

Teachers should equip learners with the competences they need through preparing, supporting, moderating and supervising before tutoring others, and that prepares learners.

III. METHODOLOGY

The study used qualitative approach. The study targeted all UNZA third year students who were subjected to the peer teaching.

Research Design

The study implored the case study design. The design investigates a contemporary phenomenon in its context and depth within the boundaries of its real context (Farquhar, (2012). Researchers adopted this design because they wanted to gain particular understanding or sight into what was not being done right in peer teaching activity at UNZA.

Sample Technique

The researchers used purposive sampling technique for the respondents, both the learners (LNs) and the lecturers (LTs) involved. For the learners, the semi-structured guide was used, and for the lecturers an interview guide was used. Each lecturer respondent wrote on two key questions only, which they were asked, to shed more insight on them. From amongst the learner respondents, the researchers picked 10 respondents who had given detailed information especially on questions 9 and 10 of their guide to provide more insight on what came out strongly from almost all learner respondents. This group of respondents were subjected to the focus group discussion (FGD).

Sample Size

The sample size for the study was 50, broken down into 47 learner respondents and three lecturers. The 47 learner respondents were the learners who did the peer teaching, and the three lecturers were the ones who administered the peer teaching.

Data Analysis

Data was analysed thematically. Graphs and bars were used to present the findings. Common themes were generated and

discussions were based on them. Simply put, thematic analysis was used to categorise and analyse the data.

Ethical Considerations

Researchers ensured that confidentiality was upheld before, during and after the collection of data. Respondents were urged to withdraw whatever time they felt like.

Validity and Trustworthiness

Validity or credibility of the study was enhanced through triangulation of data. After researchers had collected data through interview schedules, interview guides, focus group interviews, and observations, they analysed them individually and thereafter they were combined, even to assist generate common themes. In addition, researchers ensured that member checks were utilised to seek participant feedback on whether or not the recorded data were reflective of their actual perceptions (Lincoln & Guba, 1985)

Reliability or dependability was gained through diversified methods of measurement and inquiry (Hoepfl, 1997). Participants themselves established a measure of dependability through the consistent themes that emerged from their peer teaching reflection (Velez, 2011).

IV. FINDINGS

Respondents consisted 18 geography major learners, and 29 geography minor learners. This comprised 21 male respondents, and 26 female respondents. As for lecturer respondents, there were two male respondents, and one female respondent.

Findings from Learners

Researchers wanted to know what learner respondents knew about peer teaching. Most respondents indicated that it involved students teaching their fellow students where the rest of the students behaved like pupils. One learner respondent (LNR - 25) indicated that peer teaching was ‘a practice to teach your fellow students’. Another one (LNR - 47) said, ‘peer teaching occurs when students, by design, teach other students. Peer teaching involves one or more students teaching other students in a particular subject area’.

Researchers further wanted to establish the benefits of peer teaching. Most candidates were of the view that peer teaching prepared student teachers for school teaching practice experience (STPE), where unlike during peer teaching where students teach their peers, during the STPE, they are in the real classroom environment of a particular institution of their choice. In here, they are expected to exhibit and display their knowledge, skills and attitudes they acquired during their learning process, peer teaching inclusive. One learner respondent (LNR 01) said, peer teaching ‘helps in discovering ones strength and weaknesses’. Another one (LNR 24) said, ‘it prepared me and my group for the real life teaching experience’. The other one (LNR 43) had this to say, ‘it helps to know how to look for teaching materials and how to use the

board. It also helps to know which teaching aids to use on certain topics’.

Another item sought to establish whether UNZA peer teaching was well organised, and the responses were as follows.

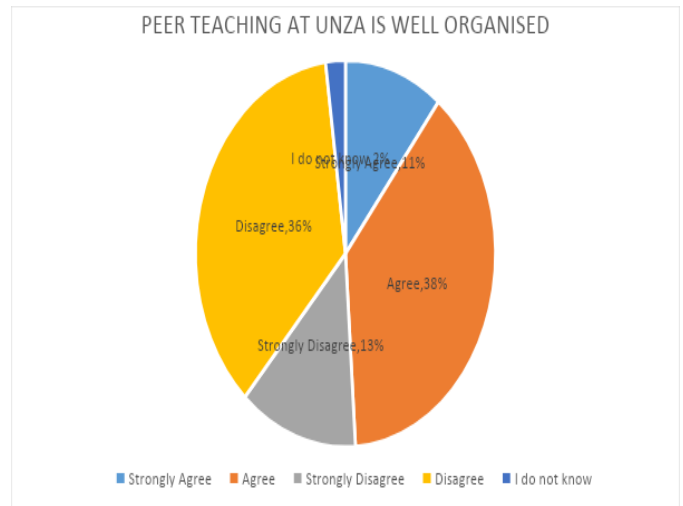


Figure 1: Peer Teaching at UNZA is well Organised. Source: Field Data (2021)

Figure 1 results indicate that the majority 18 (38 per cent) out of 47 learner respondents agreed that peer teaching was well organised at UNZA, and 17 (36 per cent) out of 47 learner respondents disagreed to the well organisation of the peer teaching at UNZA. The minority one (2 per cent) of out 47 learner respondents did not take any position. Generally, those in the agreement were 50 per cent and those in disagreement were also 50 per cent.

Question 7 sought to establish whether the time allocated to teaching, during peer teaching was adequate, and the findings from learner respondents are shown in Figure 2.

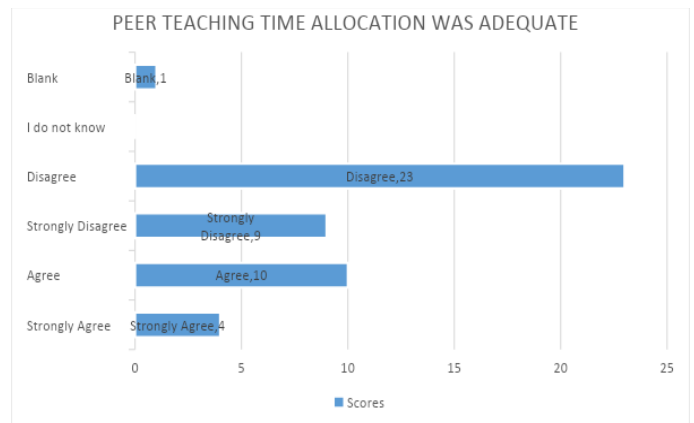


Figure 2: Peer Teaching Time Allocation was Adequate: Source: Field Data (2021)

Figure 2 results show that the majority 23 (48.9 per cent) out of 47 disagreed that the time allocated to peer teaching activity was adequate. The minority 4 (8.5 per cent) out of 47

strongly agreed that the time allocated to peer teaching activity at UNZA was adequate.

Question 8 sought to find out whether learner respondents enjoyed the peer teaching experience. Table 1 displays the findings.

TABLE 1: Learners Enjoyment of Peer Teaching

Item	Absolute Value	Relative Value (%)
STRONGLY AGREE	19	40.4
AGREE	22	46.8
STRONGLY DISAGREE	00	00
DISAGREE	05	10.6
I DO NOT KNOW	00	00
BLANK	01	2.1
TOTAL	47	99.9

Source: Field Data (2021)

Table 1 findings show that the majority 46.8 (22 per cent) out of 47 enjoyed peer teaching, and the minority 5 (10.6 per cent) indicated that they did not enjoy. Generally, the majority 41 out of 47 learner respondents enjoyed peer teaching experience.

On Question 9, the researchers wished to document the challenges learner respondents faced during their peer teaching. On this question, learner respondents were not restricted to the number of challenges they could bring out. Figure 3 show the findings:

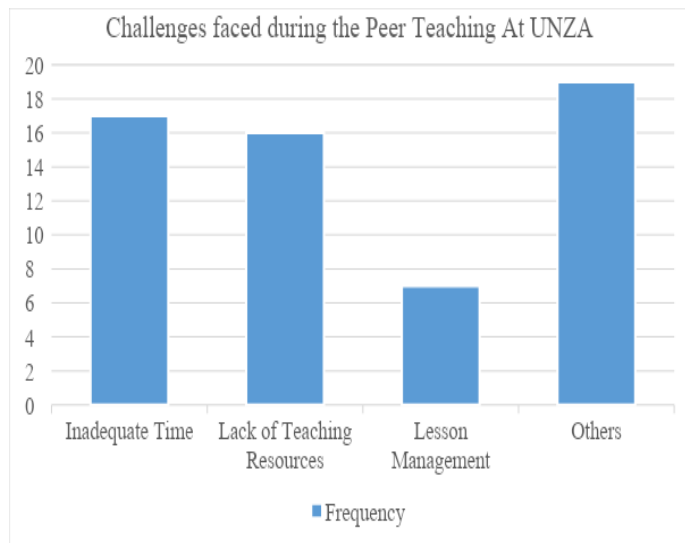


Figure 3: Challenges Faced by Learners during Peer Teaching at UNZA

Source: Field Data (2021)

Figure 3 results indicate that 17 out of 59 learner responses faced the challenge of inadequate time allocated to peer teaching activity. Others (i.e. 19 out 59 learner responses) faced challenges which included preparation time, dress code adaptation, lack of confidence, lecturers’ punctuality,

lecturers’ attitude, writing on chalkboard or white board, lesson (communication) delivery. The minority (7 responses out of 59 responses) indicated lesson management problem.

The last question dealt with the solutions to the challenges faced by learner respondents during their peer teaching. Figure 4 give details of the findings.

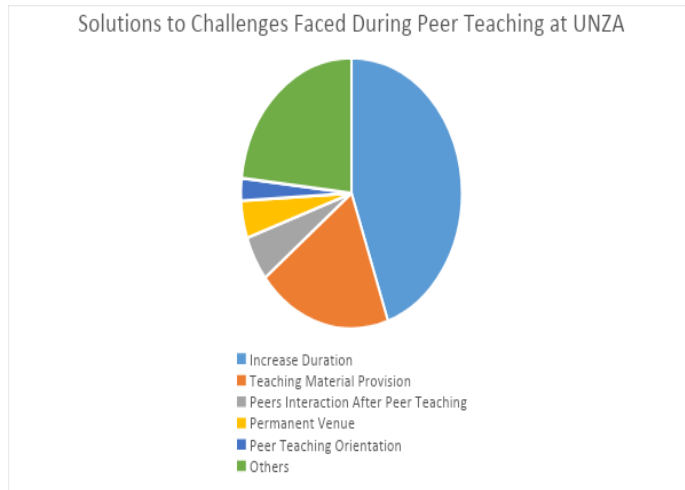


Figure 4: Solutions to Challenges Faced During Peer Teaching at UNZA

Source: Field Data (2021)

Figure 4 results show that the majority 50 (45 per cent) out of 98 learner responses proposed increase in duration of the peer teaching activity. 22 (20 per cent) out of 98 learner responses proposed the provision of teaching materials, and the minority 3 (3 per cent) learner responses proposed the need to orient learners concerning the “dos” and the “don’ts” of the peer teaching, way before the commencement of the activity.

V. FINDINGS FROM LECTURERS

As for the lecturers’ (i.e. the ones who coordinated and conducted the peer teaching activity), researchers wanted them to address the challenges they encountered during their peer teaching coordination and possible solutions to mitigate the challenges. On challenges, LTR 1 indicated the following:

- (a) The exercise started very late. As a result, there was no time in which to do a meaningful peer teaching on the part of the student and observing and guiding the students on the part of the lecturer.
- (b) Some students did not want to participate in peer teaching. Some came at the last moment, just to come and teach. Some of those who taught at the beginning of the peer teaching period disappeared soon after teaching.
- (c) Students only using teacher exposition and question & answer techniques.
- (d) Students failing to provide a critique of their friends’ teaching. Rarely did they point out inefficiencies in their colleagues’ presentations for fear of making enemies, I suppose.

Solutions from Lecturers

Findings from LT 1 were as follows:

- (a) Peer teaching should start early enough to give both the lecturers and students time to do a good job.
- (b) Peer teaching is not conducted for the sake of marks only, but it is an important learning point, just like lectures. Therefore, it is imperative to impress upon the students during the course of their lectures that peer teaching is as important as all the other learning activities in the programme.
- (c) Student teachers should know that eclectic approach is important because learners learn differently. Therefore, classroom practice cannot entirely be based on one or two approaches.
- (d) Students should realise that providing positive criticism is important to help their friends improve. This involves telling the presenters the truth, pointing out what was done correctly (that should be enhanced) and what was not done so correctly, which should be corrected.

VI. DISCUSSION

Out of the 47 learner respondents 43 were Year 3 learners and 4 were Year 4 learners. The Year 4 respondents joined their Year 3 counterparts because they did not do their peer teaching whilst in Year 3 because of COVID – 19 pandemic restrictions. Out of this number (i.e. 47), 21 were male respondents and 26 were female respondents. There is nothing unique about the difference in gender statistics, except that some respondents who were given the research instrument(s) did not respond, perhaps if they did, the results could have been different. Despite this negligible difference, the findings are authentic considering the responses given. The findings give unique reading that there were 18 learner respondents whose major subject was Geography and 29 learner respondents had Geography as their minor. This number (i.e. 29) comprised those who took Special Education, English Language, Civic Education, Educational Administration and Management, Environmental Education, Zambian Culture and Ceremonies, Educational Psychology, Mathematics, Information Communication and Technology, Religious Studies and History. This array of course combination shows how, many learners would like to combine their choices with Geography, qualifying it to be a very popular subject, whose content should be properly delivered beginning with peer teaching.

From the findings, it becomes evident that learner respondents had an idea of what peer teaching was and is. Perhaps their knowledge about peer teaching is consistent with Bradford – Watts's (2011) works that peer teaching was a collection of practices in which peers teach each other in a well - intended expressive manner. Though learners understood what peer teaching was, observations made, proved different from their theoretical understanding because some of them did not practice what they understood it was. It was with the

understanding though that they (learners) were doing it for the first time.

Considering the benefits of peer teaching as given by learner respondents, which included that peer teaching prepared them for real teaching life experience, and built their confidence, this is consistent with the works of Mynard and Almarzouqi (2006) that the benefits of peer teaching included improving competence in the subject area, developing autonomous of learning skills, and, building confidence. The rich understanding of benefits as evidenced by what learner respondents stated gives hope that peer teaching needed to be maintained as a necessary strategy to be taken by all trainee teachers before they could go for their STPE.

As evidenced in Figure 1, the minor difference observed between the learner respondents who stated that peer teaching at UNZA was well organised and those who disagreed is worthy noticing. But a critical consideration of the results show that there is a balance (i.e. 49 per cent agreed, and 49 per cent who disagreed) between those who agreed and those who disagreed. Those who agreed that peer teaching was well organised gave reasons which included, all of them were given equal duration to teach their peers, venues to teach from were always available, and feedback was given. Those who disagreed gave reasons which included, there were no permanent venues for teaching from, there was no orientation given to them before peer teaching activity, and some lecturers who coordinated peer teaching did not give feedback and were not punctual. Another reason given was that, the available time for peer teaching was clashing with other courses. Though there could be some truth in what respondents said, the researchers have this to say: the permanence of venues could not be possible because other classes were still running. The only possible way was to use any available venue, which was always accessed. This perhaps resonates well with the recommendation made by Manchishi and Mwanza's (2019) works that there was need for the School of Education to independently operate from other University Schools. Researchers also observed that the challenge about the venue could be overcome if Geography had its own permanent classrooms.

A general outcry was recorded by learner respondents on inadequate time of 10 to 15 minutes allocated to each presenter to teach during peer teaching. Respondents argued that it was mockery to allocate such inadequate time, when in real classroom environment, at least 40 minutes was the recommended time. From the focus group discussions, it was recommended that if 40 minutes would not be allocated due to many other competing demands from other courses, at least 20 to 40 minutes were preferred. Alternatively, learner respondents proposed that peer teaching should be commenced early in the year, and should be done more than once. The argument advanced was that if peer teaching started early, then presenters would be given sufficient time to present their work. Not only that, they may be given a second chance to teach, which may confirm whether they worked on

the feedback given or not. They argued that failure to be given another opportunity to re – teach did not help them to master the skills. Though this could be an ideal proposal of peer teaching activity to commence early in the year (Year 3), it should be understood that there are various topics that Year 3 learners must learn before they come to do topics on ‘Planning to Teach’ where the component of ‘peer teaching’ is embodied. Planning becomes one of the culminating topics in that the preliminary topics must be practiced during the ‘peer teaching’. There are build up topics before the ‘Planning to Teach’ topic. Another compounding problem if this was to be effected is that there would be only one presenter per week and this may take more than 15 to 20 weeks doing peer teaching. As alluded to earlier, the School of Education which houses trainee teachers, is not a standalone entity. The same students took some courses from other Schools making it difficult to confine them to one activity under the School of Education. No wonder clashes are inevitable because of the same dilemma. If the School of Education was autonomous, the proposal could easily be implemented. From observations, it became clear that even if learners were given 40 minutes, they would not successfully complete their whole lesson. A good number of them over planned. What could be helpful for future is to implement what is in the course outline of conducting three peer teaching. As alluded to, this may need proper planning which includes involving many lecturers/instructors or facilitators if the numbers of learners are many. Apparently, many lecturers do not volunteer to participate because it is not compulsory for them. By implication, if all of them refuse to participate, the one who coordinates the course would end up conducting the activity alone, which could be overwhelming for such a lecturer. From the planning point of view three peer teaching activities were planned for, but the challenge of time, may still arise.

Results also confirm that the majority of learner respondents enjoyed peer teaching experience. This perhaps confirms why peer teaching activity should be harnessed and enhanced, for it to continue being relevant in teacher education, especially in geography education. What is needed is to turn identified weaknesses associated with the activity into strengths. Considering what learner respondents indicated as benefits brought about by peer teaching, such as it: sets a professional standard for an ideal teacher, gives the student teacher to be a good researcher to present effective and beneficial works, helps in increasing confidentiality among student teachers, it prepares the student teacher in delivering lesson, and it helps in orderliness and systematic presentation of lesson, the expectations from learners could be positive. The minority, who indicated that they did not enjoy the experience, cannot be ignored in that they had also valid reasons which included but not limited to, inadequate time allocated to the exercise, no second chance given to them to rectify their weaknesses because they were only given one opportunity, and they felt that the feedback they received from some of their peers were harsh, and not building.

This study also brought out challenges that peer teaching experience faced. As indicated in Figure 3, the commonest ones were inadequate time allocated to peer teaching, and lack of teaching resources are consistent with the works of Manchishi and Mwanza (2019). By implication, nothing had changed for three consecutive years in the administration and management of peer teaching at UNZA. This study still documents the two, to be the most challenging issues associated with peer teaching. The failure to resolve the same challenges for three consecutive years is worrisome. Besides the two commonest challenges the other one with high numbers was ‘others’. This type of challenge includes lecturer’s attitude which includes punctuality, writing on whiteboard, preparation time, ability to explain and trainee teachers’ negative attitude towards peer teaching. These challenges may have accrued small numbers in terms of statistics, but they boarder on why the administration and management of peer teaching was still a challenge in geography education at the University of Zambia. For instance, teachers’ attitude, who coordinated the peer teaching, was very key to the skills trainee teachers needed to acquire during this experience. If anything, the wrap up feedback the lecturer gives is more consolidated than what peers share. During the FGD, it came out that some lecturers did not even give any feedback. The presenters depended on what their fellow peers gave, which some complained that they received harsh feedback from them. This calls for lecturers to be punctual and focused when coordinating the presentation for them to assist the presenters. It is normal for the trainee teachers to face difficulties in writing on the chalkboard or whiteboard. The major challenge, is there is no course which handles ‘handwriting’, at the University. To compound the problem, most of the assignments given to trainee students, are to be typed when turning in. It seems there is no where they are trained how to write. From observations, if you give an assignment to be handwritten, you receive a lot of protests from students, because they know their handwriting is not good enough. However, with practice, those who face challenges of writing on the board could overcome. Apparently, even some of the in – service teachers’ handwriting is not good enough. This is observed when lecturers go out to monitor students on School Teaching Practice Experience (STPE) (i.e. the second level, after peer teaching in teacher education), that some teachers’ chalkboard work is not good enough. Preparation time as a challenge as well as communication are equally expected at this stage. To many of them, they confessed that it was their first time to stand before ‘people’, and more to it that they were presenting topics, though of their choice to their peers who could have been more knowledgeable than them.

This study brings out mitigation measures, to enhance the administration and management of peer teaching. The majority of learner respondents proposed that there was need to increase time for peer teaching. They went further to qualify this solution to commencing peer teaching activity early in the year. All suggestions attributed to increase on time

for each presenter, which included increase in the number of presentations are good suggestions. It would need more lecturers to be involved so that the number of presenters would be minimal to ensure more time for each presenter as well as increase in the duration to at least 40 minutes.

For the lack of materials, learner respondents suggested that the department should be providing projectors, manila papers, chalk and whiteboard markers as and when the presenter(s) demanded them. They claimed that as students, they would not easily arrange for gadgets such as projector. During the FGD, it became clear that presenters who needed projectors did not approach lecturers who coordinated their tutorial group (TG) that their lesson needed a projector. It was also argued that as presenters needed to use their initiative to prepare all the teaching and learning resources. It was part of the training for them because they were expected to be innovative even at this stage. One candidate said 'it was the teacher's responsibility to ensure that all the resources needed were in place before going to teach.'

Under 'other' solutions one learner (LNR 39) respondent had this to say '*Correcting and giving feedback on results.*' The other one (LNR 43) said, '*feedback is needed after teaching so that students know where they make mistakes.*' Feedback is key to peer teaching because future mistakes can be avoided, towards perfection.

Other solutions involved orienting TG of the dos and don'ts during peer teaching. This is important in that it would minimise the simple errors that may be committed. Perhaps the best time to effect this is during the planning to teach sessions, by dedication some quality time to what peer teaching is all about and what is expected. Nonetheless, all that the teacher is supposed to do during lesson delivery is presented to them during the planning to teach topic, and those are the attributes, skills, attitudes and knowledge application coordinators would like to see implemented. Though it is appreciated that orientation should be done, it is doubtful if the facilitator lecturer would remind the presenters how to deliver a lesson, and how to behave. It is similar to demanding an orientation when they are already in the field to do STPE. This calls for students' change of attitude towards their learning. They need to acquire as much information as possible because such is the formation which would either break or build them when they embark on practicing. Some students do not attend lectures worse off when they are virtual. At times it may connectivity failure or power outages. But generally some students do not apply themselves to desiring to learn.

For peer teaching to be meaningful, students need to be encouraged to engage in research. This is will equip them with enough information on the subject matter at hand. This is because if their subject matter is not up to date, they were likely to be challenged by their peers in the long run. Lako and Mubita (2021) also noted that for meaningful teaching to be enhanced, teachers of geography should be research engaged

so that they would add on to their subject matter or be up to date with the changing world. Apart from improving understanding and updating knowledge, research would improve knowledge and skills necessary for research in students before doing peer teaching. This is in tandem with Lako and Mubita, (2021) who noted that apart from improving understanding and updating knowledge, reading research improve research knowledge and skills such as preparing data collection instruments, presentation and analysis of data.

There is need in peer teaching to maintain equal opportunity to all trainee learners which should culminate into quality outcomes (Mundende and Namafe, 2019). Going by participants' responses, equal opportunity was not given to all presenters in that in some tutorial groups, tutors did not give feedback whilst in others it was given. In addition, though learner presenters were allowed to pick geography topics for their lessons, they avoided certain topics like field work project which contributed 12 per cent to geography subject. Perhaps due to the importance of some geography topics which even prove difficult to teach at senior secondary school level due perhaps to poor background (Mundende, 2015), there may be need for tutors to deliberately allocate such topics to some learners. If this was done, it may turn to be a learning point for some trainee teachers.

In the era of Covid-19, peer teaching may prove difficult to conduct on face to face basis. Therefore, online methods could be employed. The use of Information and Communication Technologies (ICTs) may have to be used in order to accomplish this task. Chirwa and Mubita (2020) proposed the use of ICTs in the teaching and learning of geography in order to fully reach every learner in case physical methods may not be adequate. To this effect, if peer teaching is to be conducted online using ICTs, all students are encouraged to have access to a laptop, computer or a smart phone (Chirwa and Mubita, 2021)

VII. CONCLUSION.

Peer teaching is a necessary strategy to prepare a trainee teacher for his/her next level of STEP in teacher education.

Considering Objective 1, this study concludes that it becomes difficult to evaluate the effectiveness of the peer teaching at the University of Zambia. This is due to the fact that, though majority of learner respondents enjoyed peer teaching activity, majority also argued that peer teaching was not well organised at UNZA. Both groups of learner respondents advanced convincing points to defend their position. There was urgent need to implement the proposed solutions.

Concluding on Objective 2, this study deduces that the practical ways to administer and manage peer teaching are many and includes, having many lecturers or facilitators participate in coordinating few trainee teachers on peer teaching, increase on number of peer teaching experience to either 2 or 3, and increase on duration to at least 40 minutes, and to commence peer teaching activity earlier than leaving it

towards the end of the term, where everything is rushed through.

VIII. RECOMMENDATIONS

This study recommends the following:

1. Due to the finding that there was inadequate time allocation to peer teaching activity, there is need to increase time from 10 – 15 to at least 20 - 40 minutes. The LSE 3060 Course Coordinator should ensure that this is effected.
2. Due to the finding that trainee teachers needed more times to do their peer teaching presentations, this study recommends at least two presentations for each presenter. The LSE 3060 Coordinator to monitor this.
3. Due to the finding that peer teaching activity was not well organised, it is recommended that more lecturers should participate in coordinating the peer teaching activity, and give quality and appropriate feedback. The HOD – LSSE Department should take keen interest to ensure that more lecturers participate.
4. Due to the finding that some trainee teachers had negative attitude towards peer teaching experience, this study recommends that participants' attendance during the peer teaching should attract substantial marks.

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