

Effects of Peer Tutoring, Teaching Quality and Motivation on Mathematics Achievement in Senior High Schools

Yarhands Dissou Arthur, Samuel Kwaku Boadu and Bright Asare

*Department of Mathematics Education, Akenten Appiah-Menka University of Skills Training
and Entrepreneurial Development, Kumasi, Ghana*

*E-mail: ¹<day1981boyy@gmail.com>, ²<boadukwakusamuel@gmail.com>,
³<asarebright6592@gmail.com>*

KEYWORDS Ghana. Mathematics Performance. Motivation. Peer Teaching. Senior High Schools. Teaching Quality

ABSTRACT This study assessed the direct effects of peer tutoring, teaching quality and motivation, on the mathematics achievement of senior high school students in Ghana. The study adopted a descriptive survey, which comprised a sample of 321 senior high school students in Kumasi Senior High Technical School. Preliminary analyses, including Confirmatory Factor Analysis, convergent validity, discriminant validity, and internal consistency (Cronbach's Alpha), were estimated before the main model estimation. To test the various hypotheses, Amos (v.23) was used to do Structural Equation Modelling (SEM). Findings revealed that peer tutoring, teaching quality and motivation, all had significant positive effect on mathematics achievement among senior high school students in Ghana. All three hypotheses were therefore supported by this study.