

THE IMPACT OF A PEER-TEACHING INSTRUCTIONAL APPROACH ON A STUDENT'S SELF-CONFIDENCE

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ABSTRACT

This study examines a problem of practice stemming from students not given the same opportunities to use and develop self-confidence and take on higher levels of responsibility in the classroom as they prepare for the 21st century workforce in our society. Recognizing a problem of practice evident in our high school with low-self-esteem in students, this paper studies the effects of implementing a peer-teaching instructional approach to help develop students' self-confidence and emerging leadership skills. (Lockie & Van Lanen, 2008). The central research question addressed in this study is: what is the impact of implementing a peer-teaching instructional approach on a student's self-confidence? This is a mixed method case study. The action research methodology used in this study was Mertler's (2017) four stages of action research cycle. The planning phase resulted in the problem of practice, a review of literature, a targeted research question, and a research plan. The acting phase included collecting and analyzing data through a student survey, interviews, student questionnaire, observations, and student artifacts by a teacher-researcher. The developing phase involved the creation of an action plan based on the analysis of data. Finally, the reflecting phase involved the results and reflection of the study.