

**Peer Assessment as a Tool of Raising Students' Morale and
Motivation: The Perceptions of the University of Fort Hare
Social Work Students**

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South Africa**Telephone: +27406022420, Cell: 0787751095, E-mail: smkangethe@yahoo.com***KEYWORDS** Peer Assessments. Feedback. Learning Morale. Motivation. Throughputs. Action Research. Teaching Evaluation. Curriculum

ABSTRACT The aim of this paper is to validate the role of classroom based peer assessment as a tool of raising students' learning motivation through testing a null hypothesis that stated that. "Year 2012 Personal Growth and Development (SWP210) students' morale, motivation and throughputs cannot be improved by classroom peer assessments tasks". The paper employed a quantitative paradigm with a mini survey design. Twenty- four students out of a possible 240 students answered a questionnaire. Findings indicated that the majority of the students (75%) were adequately knowledgeable about the role of their peer assessments; majority (75%) recognized lecturer feedback as a source of learning motivation and 75% also indicated that classroom peer assessments increases morale, motivation and throughputs due to lecturers' feedback. The findings, therefore, validate the null hypothesis that peer assessment enhances students' morale, motivation and possible throughputs. The paper concludes by emphasizing the need for the department of Social Work to enforce peer assessments in all its courses and the University of Fort hare Administration to ensure all the lecturers attain the Post Graduate Diploma in Higher Education and Training (PGDHET) courses to adequately equip them with assessment knowledge package.