

An Evaluation of the Effectiveness of Smasse Program in Performance of Science and Mathematics in Primary Schools in Kenya

Kariuki John Kamau, Kiprop Lagat Wilson and Ruth Thinguri

Abstract

The purpose of the study was an evaluation of the effectiveness of SMASSE program in performance of science and mathematics in primary schools in Kenya. SMASSE was introduced due to consistently poor performance in science and mathematics became a matter of serious concern (waititu & Orlando 2009). Although dismal performance in these subjects had already been accepted as the norm in some schools, the government of Kenya and other stakeholders felt there had to be an intervention, hence the Strengthening of Mathematics and Science in primary schools (Waititu & Orlando 2009). The INSET Curriculum was thus designed to improve and strengthen the teacher's competent in the teaching of Science and Mathematics subjects. The program activities are centered on the ASEI (Activity, Student, Experiment, and Improvisation) & PDSI (Plan, Do, See and Improve) approach, which emphasize on learner-centered preparation and presentation of lessons. The study was an evaluation using documented data that shows the performance of Science and Mathematics. The study adopted the Kirkpatrick model of training evaluation. Although there was some significant improvement in performance of Science and Mathematics subjects, a lot need to be done to improve the attitude of teachers. It clearly emerged that, majority of teachers are coerced to attend the INSET training. Few teachers are willing to be observed by others during teaching and learning while the modern technology using ICT is rarely used.

Keywords: SMASSE, Primary schools, Mathematics Performance, Science performance INSET, CEMASTE A

Full text: <https://www.ijern.com/journal/June-2014/01.pdf>