

Head teachers' and Teachers' Perceptions Towards Smase Programme and Primary School Pupils' Mathematics and Science Achievement in Murang'a County, Kenya

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Abstract

With support from Japan, the Government of Kenya embarked on implementation of Strengthening Mathematics and Science Education (SMASE) in-service programme in all primary schools in 2009 with the aim of improving pupils' achievement in the two subjects. However, head teachers' and teachers' perceptions towards this programme and the effects of those perceptions on pupils' achievement have not been established. This study therefore sought to determine head teachers' and teachers' perceptions towards the SMASE- programme and primary school pupils' achievement in Mathematics and Science in primary schools in Murang'a County, Kenya. This study adopted descriptive survey research design. Data were collected through validated head teachers' and teachers' questionnaires and pupils' achievement tests in Mathematics and Science. Chi Square (χ^2) tests and Pearson correlation coefficient were used to test the null hypotheses ($\alpha = .05$). In the study, only head teachers' perceptions towards SMASE in-service programme had a significant relationship with pupils' achievement in Mathematics, albeit a negative one.

Keywords: Perceptions, SMASE, SPRED, SbTD, In-service, Mathematics, Science, Achievement

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