IMPACT OF SMASSE TRAINING ON PERFORMANCE OF BIOLOGY IN MURANG'A SOUTH DISTRICT, MURANG'A COUNTY, KENYA

BY

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ABSTRACT

The "Strengthening of Mathematics and Science in Secondary Education (SMASSE) Project", launched in Kenya in 1998, is aimed at the improvement of mathematics and science education through In-service Training (INSET) for teachers. The project focuses on lesson improvement as its key concept and established a training system using the cascade approach at the national and district levels, which facilitated the diffusion of training effects to all participants including those who are at the lowest level of the cascade. It has also set up mechanisms by which a part of school tuition fees is used to cover the costs for district-level training, thus ensuring the sustainability of training management and implementation. After the launch of Phase II in 2003, the Kenyan government established the national training center and INSET was extended both domestically, to cover the entire Kenyan territory, and intra-regionally, to conduct activities to the strengthening of mathematics and science in secondary education in 30 Sub-Saharan countries. The first objective of this study was to put together the characteristic features of administering biology as a science subject. The project implored the lessons learnt from INSET projects and tried to establish impact of SMASSE training on performance of Biology in Murang'a South District. The intention was to endeavor and facilitate the planning and implementation stages of new activities in the context of the expansion of effective teaching strategies of biology in Murang'a County as well as other 46 counties of the republic of Kenya. This study employed use of questionnaires containing both open and close ended questions as data collection tools. The researcher used survey design. Simple random sampling was used to select the respondents. Lottery method of simple random sampling was utilized. The questionnaires were gathered from the field, combined, and analyzed. The researcher envisaged using frequency distribution tables, pie charts, and bar graphs to present the data. A discussion was made. Conclusions and recommendations were also drawn in the light of the findings and data obtained.