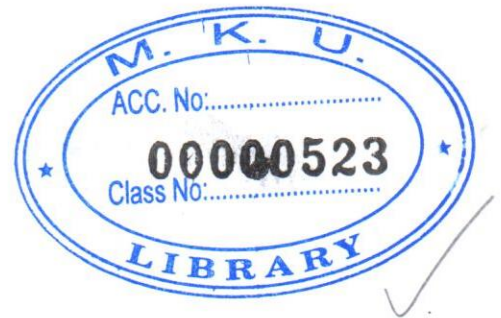


IMPACT OF SMASSE IN-SET ON
PERFORMANCE AND ATTITUDE CHANGE TOWARDS BIOLOGY –IN
MASINGA AND
YATTA SECONDARY SCHOOLS -KENYA

BY

HENRY KASIVA NDAKA

E37S/09/06024



A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF EDUCATION,
DEPARTMENT OF CURRICULUM AND INSTRUCTIONS
IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF
THE DEGREE OF BACHELOR OF EDUCATION (SCIENCE) OF THE
MT. KENYA UNIVERSITY



OCTOBER 2012.

Mt. Kenya University
LIBRARY

ABSTRACT

The methods of teaching are very important factors and they determine a lot the degree of students attainment in all lessons including even biology.

Over the years, teachers have been using Teacher-centered approaches to teach science subject in secondary schools with the aspect of learners activities during lessons not withstanding. As a result, there has been lack of interest in the subjects particularly Mathematics and Science on the side of the learners.

Recently the ministry of education together with Japan international co-operation agency (JICA) has been and is still exposing the serving teacher to an in-service education and training commonly referred to as strengthening of Mathematics and Science in secondary education (SMASSE). This in-service education and training (INSET) was started in the year 2003 and has been an on going process since then..

The INSET was intended to bring in new innovations and approaches to teaching mathematics and science more effective and more so learner centered.

The purpose of this study was to evaluate the impact of SMASSE inset on performance in Biology at KCSE and attitude change of learners towards biology as a subject. This was based on KCSE performance.

The study captured MASINGA and YATTA Districts in Eastern province where Masinga Girls secondary school has been an INSET centre.

Masinga and Yatta districts have a total of 70 schools most of which present students for KCSE pure Biology. 20 schools were purposely selected; data was collected using questionnaires and