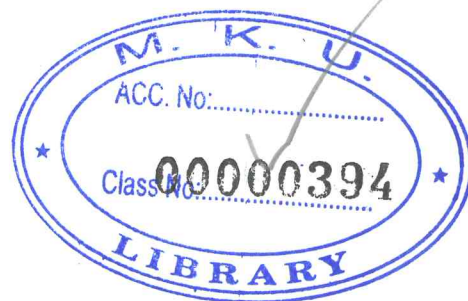


**THE EFFECTS OF SMASSE INSET ON STUDENTS'  
ATTITUDE AND PERFORMANCE IN MATHEMATICS AND  
SCIENCE SUBJECTS IN PUBLIC SECONDARY SCHOOLS IN  
LAMU COUNTY**



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## ABSTRACT

Students' performances in mathematics and sciences have been poor over the years. This prompted the government in collaboration with the Japan government to introduce SMASSE INSET as an intervention measure to address the problem. This research was designed to investigate the effect of SMASSE INSET on students' attitudes and performance in mathematics and sciences. The objectives of the study were to investigate whether SMASSE INSET has changed the students' attitudes towards mathematics and sciences, improved the performance and the teaching approaches and methodology in mathematics and sciences. This study was based on the theory of Reasoned action and the theory of Planned behaviour as proposed by Ajzen and Fishbein (1975 and 1980).

This was a field study that was conducted in Lamu County. A descriptive survey design was adopted for the study. The respondents were mathematics and science teachers attending SMASSE INSETS and deans of study. Data was collected through the use of teachers' questionnaire and deans of study questionnaires. Analysis of data was done using both content analysis and descriptive statistics. For content analysis, the contents of the respondents' responses to the interviews and open questions were analyzed and then thematically presented. While for descriptive statistics, percentages, and mean were used. The study established that the students' attitudes towards mathematics and sciences slightly improved in only one subject, physics as a result of SMASSE INSET. The study also found out that teachers' teaching approaches and methodology had also slightly improved as a result of SMASSE INSETS. However the attitude and teaching approaches could not translate to good performance. The study concludes that in order to make SMASSE INSET more effective in schools and in the teaching of mathematics and sciences, it should be included in the programmes of Teacher Education at the level of teacher preparation.