

**IMPACT OF SMASSE ON PERFORMANCE IN MATHEMATICS IN MURANG'A  
SOUTH DISTRICT (Formerly Maragua)**

**BY**

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## ABSTRACT

The purpose of this study was to assess the impact of SMASSE training on mathematics performance by students from secondary schools in Murang'a South District. The objectives of the study were to investigate the extent to which Mathematics teachers implement what is learnt during SMASSE INSET; to assess the impact of SMASSE training on Mathematics performance in National Examinations, and to examine the challenges faced by Mathematics teachers while implementing what was learnt during SMASSE INSET. The study took a descriptive survey design. The target population comprised of all Mathematics teachers from the 42 public secondary schools in Murang'a South District, giving a total of 150 participants. Simple random sampling was used to select 10 schools from which 2 Mathematics teachers who have attended SMASSE INSET cycles were selected giving a sample size of 20 Mathematics teachers. Instruments used for data collection were questionnaires. Prior to the actual data collection a pilot study was carried out to ascertain the reliability and validity of the instruments. Data was both quantitative and qualitative. Data collected was analyzed using various descriptive statistics such as frequencies, percentages, mean, mode and median. Data was reported using tables, pie charts, and bar graphs which were created using the Excel computer programme. The study established that schools performed better in Mathematics after teachers attended SMASSE INSET programmes. The training equipped teachers with skills to improve on their teaching methodologies. It was established that while the SMASSE project was a noble idea to transform the teaching and learning of Mathematics and sciences in the country, its implementation has some shortcomings. This include: lack of finances, lack of teaching and learning resources in schools, time was limited, poor utilization of the available resources, understaffing of Mathematic teachers and students had negative attitude towards Mathematics and Science subjects as a whole. The study recommends that: there should be intensification of seminars, workshops, refresher courses for Mathematic teachers to sensitize them on the benefits of group work; the government should allocate more funds in schools to improve on teaching and learning resources in schools; among other recommendations.