

INFLUENCE OF STRENGTHENING MATHEMATICS AND SCIENCE EDUCATION TRAINING ON TEACHING / LEARNING OF MATHEMATICS IN PUBLIC PRIMARY SCHOOLS IN BOMET-CENTRAL DIVISION, BOMET COUNTY, KENYA

Degree Programme: [MASTER OF ARTS IN PROJECT PLANNING AND MANAGEMENT](#) [1]
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This study sat to investigate the influence of SMASE training on teaching and learning of mathematics in primary schools in Bomet Central Division, Bomet County. Mathematics skills are basic requirements for everyday life but student continue to perform poorly in mathematics examinations in Kenya. Research work by Shiundu (1987), Thuo (1985) and Eshiwani (1993) identified factors such as shortage of qualified teachers, poor teaching methods, limited teaching / learning resources among others are blamed for causing poor performance. The MOEST introduced SMASSE program in secondary schools in the year 1998 to curb poor performance. MOE and JICA went further to launch SMASE project in Kenya targeting mainly primary mathematics and science teachers. According to the analysis done by the Kenya Examination Council in KCPE, the general performance of mathematics in the year 2009 had a mean score of 24.78 and that of 2010 was 26.90. This shows that the problem has not been adequately addressed. The study will be guided by the following objective: To examine how the use of ASEI / PDSI practices influence teaching and learning of mathematics in primary schools in Bomet Central Division; To investigate the extent to which lesson study influence teaching and learning of mathematics in primary schools in Bomet Central Division; To establish how ICT integration influence teaching and learning of mathematics in primary schools in Bomet Central Division; To assess the extent to which improvisation of teaching/learning aids influence teaching and learning of mathematics in primary schools in Bomet Central Division and to determine how student participation in classroom influence teaching and learning of mathematics in Bomet Central Division. The influence of these factors on the teaching and learning of mathematics was summarized by a conceptual framework. The research adopted a descriptive survey design which seeks to uncover the nature of factors involved in a given situation, the

degree in which it exists and the relationship between them (Travers, 1969). The study targeted a total population of 5, 269 people with 128 headteachers, 460 mathematics and 4681 pupils.

According to Krejcie and Morgan (1990) a sample size of 357 is appropriate for a target population of 5269. A sample size of 9 headteachers, 31 mathematics teachers and 317 pupils were used during piloting. The study addressed content validity. Test-retest technique was used to determine the reliability of the instrument. Data collected was presented in form of frequency tables for easier understanding and interpretation. Descriptive statistics were used. It was then edited organized and analyzed using statistical package for social sciences (SPSS). Based on the findings of the study the researcher concluded that ASEI / PDSI practices lesson study and ICT integration were time consuming and costly. Teaching aids needs to be improvised daily using locally available materials and that pupils needs to be punctual and active in their group work discussions and assignments. The research made the following recommendations; SMASE INSETS should be carried out every holiday, headteachers and stakeholders to support mathematics teachers in provision of teaching materials, MOEST and TSC to employ more teachers and motivate SMASE trainees by giving promotions, payment and certificates. The researcher also suggested for further research to be carried out on evaluation of SMASE training on mathematics performance in Bomet-Central Division and ways of getting funds to support

ICT materials.

Academic Year: 2011/2012

Project Year: 2012

Project Status: completed

Project Supervisor: DR.LUKETERO STEPHEN WANYONYI

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