

EVALUATION OF CAPACITY DEVELOPMENT PROGRAMS IN KENYA: A CASE OF SMASSE INSET FOR SCIENCE TEACHERS

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ABSTRACT

The purpose of this article was to evaluate the impact of SMASSE Program on students' attitude and academic performance in secondary schools in Kenya. The government of Kenya and Japan jointly initiated SMASSE INSET program since 2004 with the aim of changing teachers' attitude and teaching approaches of science and mathematics which was expected to translate into changing students' attitude hence improving their academic achievements. Teachers were expected to apply the new skill 'ASEI-PDSI' in the curriculum implementation at school level, while the QASO and head teachers were expected to supervise its implementation. The objective of the study was to evaluate the extent to which the training has changed the teachers' teaching approaches and students' attitude towards the teaching of biology in secondary schools. The study was conducted in Bomet district in Kenya. A sample of

360 from three students, 24 science HODs, 24 Biology SMASSE teachers and 24 public secondary schools were selected using stratified, purposive and simple random sampling. The study adopted mixed method design and pragmatic philosophical paradigm. Data were collected using questionnaires and analyzed using both descriptive and inferential statistics. The result shows that there is positive attitude of students towards the teaching of biology in secondary schools. The research further reveals that teachers partially apply ASE-PDSI skills because of little supervision of the SMASSE Program implementation. The study recommended further training and collaboration of both head teachers and Quality Assurance Officers.

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