

Relationship between Headteachers' and Smase-Trained Teachers' Variables and Primary School Pupils' Mathematics and Science Achievement in Murang'a County, Kenya

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Abstract

In collaboration with Japan, the Government of Kenya embarked on the implementation of Strengthening of Mathematics and Science Education (SMASE) inservice programme in all primary schools from 2009. This was a five-year programme aimed at improving pupils' achievement in Mathematics and Science. However, the effects of this programme on pupils' achievement remained unraveled. This study sought to determine the relationship between headteachers' and SMASE-trained teachers' variables and pupils' achievement in Mathematics and Science in primary schools in Murang'a County, Kenya. A sample of 39 headteachers, 390 standard eight pupils from 393 public primary schools in Murang'a County and 117 teachers was selected. Data was analysed using Chi Square (χ^2) tests and Pearson's correlation coefficient. This study established that headteachers' gender, administrative experience and perceptions towards SMASE in-service programme had no statistically significant relationship with pupils' achievement in Mathematics and Science. This study further established that SMASE-trained teachers' perceptions towards SMASE in-service programme and teachers' level of application of SMASE skills did not significantly influence pupils' achievement in Mathematics and Science in primary schools in Murang'a County, Kenya.

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