

Differences in Teacher Intentions to Apply SMASSE Methods in Teaching Secondary School Mathematics and Science Based on Gender and Working Experience in Kericho and Bomet Counties of Kenya

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Abstract

The quality of science graduates largely depends on the quality of teachers and their practices. Strengthening mathematics and science education in secondary school education (SMASSE) level is an in-service course for teachers aimed at improving their classroom practices. It encourages teachers to use active learning approaches to enhance quality of learning. This study collected data from mathematics and science teachers who have undergone the SMASSE training. The main purpose of the research was to find out whether teachers intended to use the skills they acquire during the in-service course. A total number of 125 teachers were involved in the study, to establish the differences in teacher intentions to use SMASSE approaches in teaching mathematics and science. The study used an ex-post facto research design to establish this difference. Data was collected using a self-report questionnaire. The data was analysed using t-test and ANOVA to test for differences between groups. The findings indicated that there was no significant difference in teacher intentions to apply SMASSE approaches in teaching secondary school mathematics by gender and working experience. There was however a statistically significant difference in teachers' attitude towards SMASSE methods of teaching mathematics and science by working experience in favour of the most experienced. The findings can guide the ministry of education in improving the SMASSE in-service course and other courses aimed at improving the quality of mathematics and science instruction.

Keywords: Teacher Intentions, SMASSE Methods, Secondary School Mathematics and Science, Gender, Working Experience

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