

The Effect of In-service Education and Training (INSET) Programmes in Mathematics and Science on Classroom Interaction: A Case Study of Primary and Secondary Schools in Kenya

Daniel N. Sifuna and James G. Kaime

Abstract

The purpose of this study was to assess the effectiveness of the Strengthening of Mathematics and Science in Secondary Education (SMASSE) and the School-based Teacher Development (SbTD) programmes on classroom interaction in secondary and primary schools in Kenya. It was a case study which focused on four districts, and included holding interviews with 185 teachers, observing lessons and holding focus group discussions with pupils and students. It was established that, while teachers evaluated the two INSET programmes as having been effective in exposing them to a student-centered approach, this was not reflected in their classroom practices which were largely teacher dominated. This is partly attributed to large classes, the use of English as a second language and pressure to cover the syllabuses in preparation of the national examinations. It is however, recommended that the Ministry of Education mainstream INSET programmes in its policy for teacher development in the country.

Keywords: In-service teacher training, classroom interaction. Mathematics, science, primary schools, secondary schools, Kenya

Full text: <https://www.tandfonline.com/doi/abs/10.1080/18146620701412191>