

Explaining Differences in Mathematics and Reading Achievement among Standard 6 Pupils in Kenya: Emerging Policy Issues

Thuku, F.W. and Hungi, N.

Abstract

This study employed a multilevel analyses procedure to examine pupil, class and school levels factors that influenced achievement in mathematics and reading of Standard 6 primary school pupils in Kenya as well as to examine performance of schools across provinces in Kenya. The data for this study were collected as part of a major project (known as Southern Africa Consortium for Monitoring Educational Quality, SACMEQ) that sought to examine the quality of education offered in primary schools in Kenya as well as in primary schools in another 15 Southern African countries. Results show that pupil's age, pupil's home background and pupil-teacher ratio are important factors in the prediction of achievement in mathematics and reading at Standard 6 level in Kenya. In addition, the results show that, when value-added approaches are used to examine school effectiveness, there are no significant differences in performance of primary schools across provinces in Kenya in mathematics and reading. The exceptions here were schools in Nairobi Province which appeared to perform significantly above average in reading but not in mathematics. Policy implications of the findings are outlined.

Keywords: Mathematics, Reading achievement, Pupils, Kenya

Full text: <https://pdfs.semanticscholar.org/3fb9/aee3401bcd01bc333c2471a8c9b24cd246.pdf>