

Differences in Pupil Achievement in Kenya: Implications for Policy and Practice

Njora Hungi and Florence W.Thuku

Abstract

In this study the authors employed multilevel analyses procedures to examine pupil, class and school levels factors that influenced pupil achievement in Kenya. Pupil's age, pupil's socioeconomic background and pupil–teacher ratio were important factors in the prediction of pupil achievement. The provinces with the largest between-school variation were Eastern and Rift Valley. Low social equity was evident in Nyanza, Nairobi and Western while large gender inequities were evident in North Eastern. Implications of the findings for policy and practice are outlined.

Keywords Pupil achievement, Kenya education, multilevel models, Education equity