

Individual-Level Factors

	Botswana	Kenya	Lesotho	Malawi	Mauritius	Mozambique	Namibia	Seychelles	South Africa	Swaziland	Tanzania	Uganda	Zambia	Zanzibar	Zimbabwe	T1
Pupil individual characteristics																
Pupil age	-	-	-	-		-	-	+	-	-		-	-		-	12
Female pupil	+	-		-	+	-	+	+	+		-	-	-			11
Grade repetition	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	15
Days absent	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	13
Speaking language of instruction	+				+	+	+	+	+	+			+		+	9
Home environment																
Socioeconomic status	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	14
Number of siblings	-	-			-	-	-	-	-	-						8
Meals per week	+		+		+	+	+		+			+	+		+	9
Number of household tasks	-		-		-	-	-	-	-				-	-		9
Learning culture (books at home)	+	+	+	+	+			+	+		+					8
Parents alive	+				+											2
Living with parents/relatives	+					+	+	+					+	+		6
Personalized learning support																
Pre-school attendance	+		+		+			+	+		+			+		7
Pupil has learning materials					+		+	+	+				+	+		6
Homework	+	+	+		+	+	+		+		+	+	+	+	+	12
Homework help at home	+					+								+		3
Extra tuition					+		-	+	-							4
Working place									+		+				+	3
Reading textbook ownership	+					+			+	+		+				5
Travel distance to school		-	-		-										-	4

Group-Level Factors

	Botswana	Kenya	Lesotho	Malawi	Mauritius	Mozambique	Namibia	Seychelles	South Africa	Swaziland	Tanzania	Uganda	Zambia	Zanzibar	Zimbabwe	T1
Teacher characteristics																
Teacher age			-				-									2
Teacher in-service training		+	+													2
Teacher subject matter knowledge					xx		+		+		+					3
Classroom environment																
Frequency of reading tests			-						+							2
Class size				-										-		2
School head characteristics																
Professional training									+							1
Education level										+						1
Experience as a head				+												1
School environment																
Proportional of female teachers		+	+	+												2
School resources		+	+	+	+				+	+		+	+	+	+	10
School location		+	+				+		+	+	+	+	+	+	+	8
School community problems	-			-	-					-		-	-			5
Pupil-teacher ratio		-		-	-					-			xx		-	5
Free school meals	-				-		-		-		xx	-				5
School size					+			-								2
Mean socioeconomic status						+			+							2
Mean learning materials													+	+		2
Mean extra tuition	+										+					2

- + This variable had a **positive** significant effect ($p \leq 0.05$).
- This variable had a **negative** significant effect ($p \leq 0.05$).
- xx This variable was **not** available for testing in the model for the mentioned school system.
- T1 The number of times the variable was identified as significant ($p \leq 0.05$) across the 15 school systems.

Interpretation: Pupils who had never repeated grades achieve better scores than pupils who had repeated grades. This grade repetition effect was significant in all the 15 SACMEQ school systems.

Potential Implication: Education authorities in SACMEQ school systems could discourage grade repetition but instead encourage early intervention, collaboration with parents, and supplementary instructions for low achievers.

Interpretation: Pupils who undertook fewer household tasks were estimated to perform better than pupils who undertook more household tasks in nine schools systems.

Potential Implication: Parents need to be encouraged to reduce the time spent on household tasks by pupils because it is likely that these tasks could be interfering with pupils' time for academic activities at home, such as homework and revision of school work.

Interpretation: Pupils who were given homework more frequently and had this homework corrected and explained most days were estimated to achieve better than pupils who were hardly given any homework.

Potential Implication: Teachers in SACMEQ school systems could be encouraged to give homework more frequently. In addition, school heads could be encouraged to ensure that all teachers correct and explained the homework given to pupils.

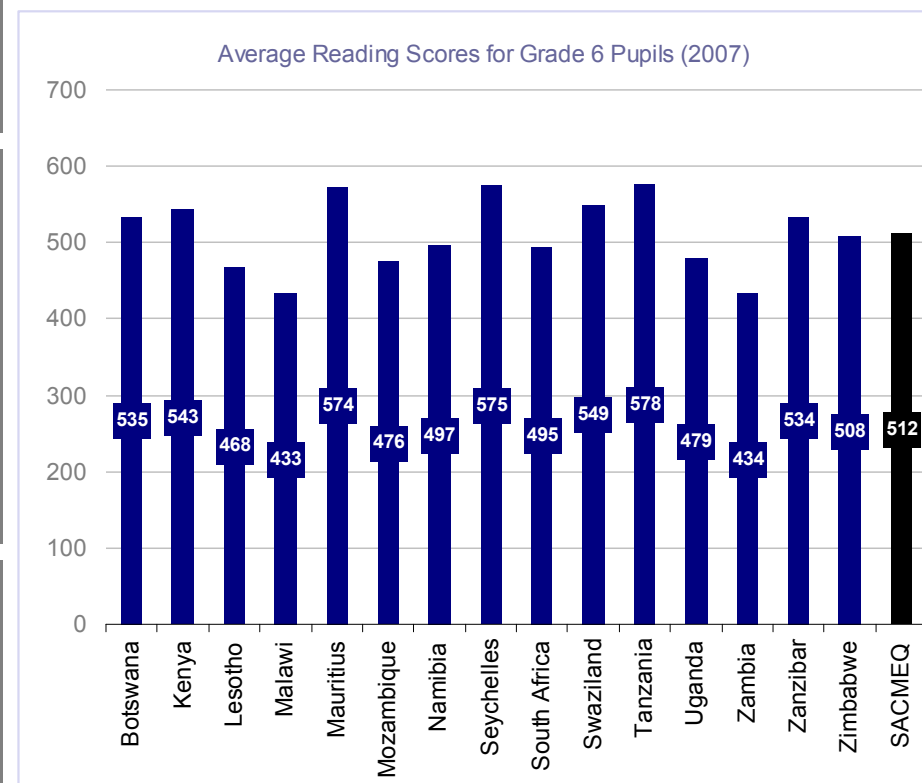
Interpretation: Pupils taught by teachers who had higher reading scores were estimated to perform better than pupils taught by teachers with lower reading scores.

Potential Implication: Education authorities may wish to review their teacher-training and recruitment policies to ensure that all teachers have excellent subject-matter knowledge.

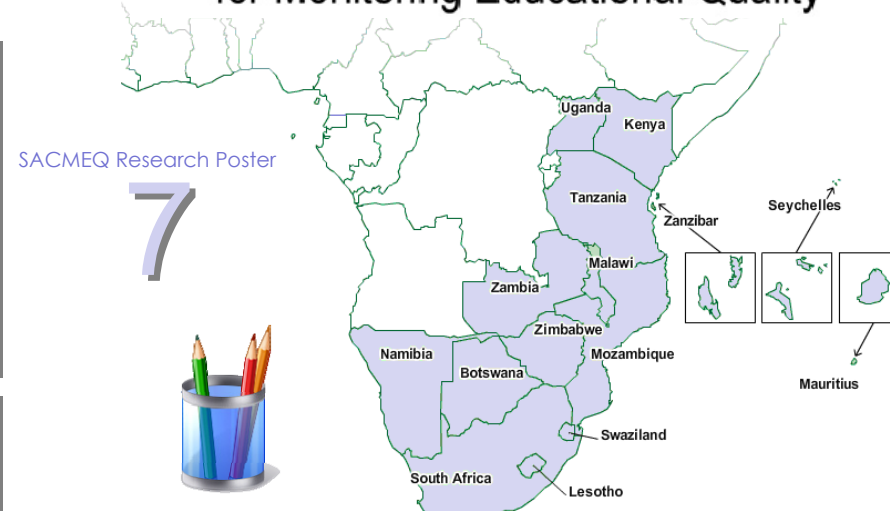
Interpretation: Pupils in schools with smaller pupil-teacher ratios achieved better in reading than pupils in schools with larger pupil-teacher ratios.

Potential Implication:
 (a) For school systems with high overall pupil-teacher ratios (e.g. Kenya and Malawi), this implies that the education authorities in these nations should employ more teachers to lower the pupil-teacher ratios.
 (b) Education authorities should ensure equity in pupil-teacher ratios among schools.

Factors Associated with Grade 6 Pupil Reading Achievement in 2007



Southern and Eastern Africa Consortium for Monitoring Educational Quality



SACMEQ's research and training activities have been generously supported for over a decade by the Netherlands Government.



Contact:
Njora Hungi (n.hungi@iiep.unesco.org)



© September 2011

For more information about SACMEQ visit website: WWW.SACMEQ.ORG