

STUDENT ACHIEVEMENT IN SCIENCE AND MATHEMATICS: A CASE STUDY OF
EXTRA-PROVINCIAL , PROVINCIAL , AND HARAMBEE SECONDARY SCHOOLS IN KENYA .

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ABSTRACT

The purpose of this study was to identify factors that account for differential achievement in science and mathematics in the Kenya Certificate of Education (KCE) examination among three types of secondary schools, namely, Extra-provincial, Provincial, and Harambee secondary schools. Data were collected from six schools, two from each of the three types of schools in Kiambu district, Kenya. Parental education and occupation were found to be significant predictors of achievement in the Certificate of Primary Education examination (CPE), but not in the KCE examinations. However, since the CPE was the only device used to select students for secondary education, parental h-' education and occupation were important determinants of the kind of secondary school into which a student was admitted. Comparisons among the three kinds of schools indicated a need for better instructional facilities, more qualified staff, and greater supervision of instruction especially in Harambee secondary schools.