

Southern Africa Consortium for Monitoring Educational Quality

A Proposed Chapter Structure for the SACMEQ II National Policy Reports

(IIEP, 2 September 2003)

A number of SACMEQ National Research Coordinators (NRCs) have contacted the IIEP in order to obtain guidance concerning the preparation of their SACMEQ II National Policy Reports. In response to these requests we have prepared this document as a “proposed chapter structure” - which NRCs may choose to use in total, in part, or not at all.

The document was generated from (a) the **General Policy Concerns** (that NRCs obtained from senior decision-makers in their Ministries of Education), (b) the **Specific Research Questions** (that NRCs developed from the General Policy Concerns), and (c) the **Dummy Tables** (that NRCs designed in order to address the Specific Research Questions).

The document suggests eight chapters. However, please note that a Chapter 2 (“The Conduct of the Study”) is being drafted at the IIEP in a generic format that NRCs may, if they wish, adapt very quickly to the requirements of their own reports.

(a) Titles for the Five Results Chapters

These were generated from five clusters of General Policy Concerns.

In summary terms they are:

- Chapter 3: Pupils’ Characteristics and School Context
- Chapter 4: Teachers’ Characteristics and Their Viewpoints
- Chapter 5: School Heads’ Characteristics and Their Viewpoints
- Chapter 6: Equity in Human and Material Resource Allocations
- Chapter 7: Reading and Mathematics Achievements for Pupils and Teachers

(b) Main Headings within Chapters

The 20 General Policy Concerns were used as main headings within chapters.

(c) Sub-Headings

There are two choices here. These may be constructed from the individual Specific Research Questions related to each General Policy Concern. Or they may consist of groups of Specific Research Questions. For example, an NRC might choose to group six Specific Research Questions under the first General Policy Concern into a more general sub-heading such as “Pupil Home-Related Characteristics” which would cover the Pupils’ Age, Sex, Books at Home, Possessions at Home, Meals, and Parent Education.

(d) Question Numbers and Dummy Tables

Each Specific Research Question was linked to (a) the question numbers in the SACMEQ I (“SI”) and SACMEQ II (“SII”) questionnaires, and (b) the numbers of the Dummy Tables that have been (and will be) distributed by the IIEP in WORD format.

(e) Missing Tables

The Dummy tables numbered 11.1 to 11.23 are still under production. It is expected that they will be completed in April – after the Zanzibar and Malawi data have been cleaned and scored.

(f) Other Structural Matters

(i) Every chapter should begin with an Introduction and Conclusion. The Introduction should provide a paragraph or two saying what is in the chapter and why this is important. The Conclusion should summarize and perhaps briefly discuss any policy suggestions that have been made.

(ii) If deemed appropriate, one or more policy suggestions should be placed at the end of the sections defined by a Sub-Heading. However, it is not compulsory for every sub-heading section to be concluded with a policy suggestion.

(iii) Policy suggestions must be clearly linked to the SACMEQ results that have been presented and discussed in tables. That is, policy suggestions should only be made in association with SACMEQ evidence. They should not simply “appear out of the blue” or be based on evidence that is completely external to the SACMEQ research.

(iv) For countries that participated only in the SACMEQ II Project the main discussion should be about levels (at the national level) and distributions (across regions and perhaps across schools). For countries that participated in both the SACMEQ I and SACMEQ II Projects the discussion of results should also include statements about whether there have been any changes over time.

(v) NRCs are not required to use all of the tables that were prepared and distributed in WORD format because:

- Some tables may not be relevant. (For example, some countries may not have Inspectors and so the tables about Inspectors can be dropped.)
- Other tables may not be interesting for some countries. (For example, in a country where all the students have all classroom supplies this could simply be mentioned in the text rather than discussing a table with all entries taking the value of “100 %”.)

(vi) The Conclusion chapter should seek to follow the general structure and style of the final chapter of the SACMEQ I reports. That is, the policy suggestions should be tabulated according to “themes” and categorized with approximate estimates of time and budget.

(g) Tips for Writing

(i) **Past Tense:** Write in the past tense when referring to things in the past. For example: “The results have been presented in Table X.X”, “The students were tested in reading and mathematics”, and “The results indicated that most schools had limited resources.”

(ii) **Tables and Chapters:** Tables cannot “show” and a chapter cannot “describe”. Instead use “The results of the analyses summarized in Table X.X showed that girls achieved at higher levels”, and “In Chapter 3 the main characteristics of pupils have been described”.

(iii) “Recently”: Do not use words like “recently” or “in the last decade” or “in the last few years”. Always give a date or dates for the period of which you are writing. Then when a reader in the year 2020 reads what you have written he or she knows the time period to which you refer.

(iv) Consistency: Some countries use the word “pupil”, others the word “student” and others the word “learner”. Similarly in some countries “school heads” are called “head teachers” or “principals”. Whatever terms are used, make sure they are used consistently throughout the report.

(v) Capitals: When writing school heads or teachers in the text start with lower case letters (except when commencing a sentence). For example: “The school heads responded to the questionnaire.”

(vii) Percent: In the text use “percent” as one word. The symbol “%” may be used (a) in the text if it is within brackets, and (b) in the heading of the table – but not within the cells of a table.

(viii) Numbers at Beginning of Sentence: Never use a number (in figures) at the beginning of a sentence.

(ix) Numbers up to 10: Up to ten use words and after that use figures. For example, “nine percent”, “seven percent”, and “11 percent”.

(h) Buy a Style Guide

There are many style guides – but one of the best for the field of education is: American Psychological Association (APA) (2001). *Publication Manual of the American Psychological Association*. (Fifth Edition). Washington: APA
(See on internet at www.apa.org/books/)

CHAPTER 1:
The Setting for the Study

- Introduction (half to 1 page max)
- Brief Description of Nation X (1 page max)
- The Structure of the School System (2 pages max)
- The Administration of School Education (including the Inspectorate and School Advisors) (2 pages max)
- Finance of Education (1 page max)
- Curriculum Development (1 page max)
- Teacher Training (selection, training, allocation, retraining) (2 pages max)
- Recent Educational Policy Reviews and Policy Reforms (1-2 pages max)
- The Main Policy Concerns of the Ministry of Education (1-2 pages max)
- The SACMEQ Consortium and its Perceived Importance and Benefits with respect to Educational Policy Research and Training in Nation X (2 pages max)
- The Structure and Contents of this Report (half to 1 page max)
- Conclusion (half to 1 page max)

CHAPTER 2:
The Conduct of the Study
(Drafted at the IIEP)

- Introduction
- The SACMEQ Approach to Educational Policy Research
- Twelve Main Phases in the Implementation of the SACMEQ II
 - (a) Initial Planning
 - (b) Small-Scale “Try-Out” of Instruments and Manuals
 - (c) Large-Scale “Trial-Testing of Instruments and Manuals
 - (d) Finalization of Instruments and Manuals
 - (e) The Design and Evaluation of the Samples
 - (f) Preparations for Computer-Based Entry of Data
 - (g) Preparations for the Main Data Collection
 - (h) Implementation of the Main Data Collection
 - (i) Data Checking, Data Entry, and Data Cleaning
 - (j) Merging and Weighting
 - (k) Scoring the Reading and Mathematics Tests
 - (l) Analysing the Data and Writing the Reports
- The Construction of Tests for the SACMEQ II Project
- The Construction of the SACMEQ II Reading Tests for Pupils
- The Construction of the SACMEQ II Mathematics Tests for Pupils
- Constructing “Overlapped Tests for Use in Scaling
- Using a Skills Audit to Define Competence Levels
- Reading and Mathematics Competencies Generated from the Skills Audit
- The Score Ranges for the Competency Levels
- The Notion of Sampling Error
- Conclusion

CHAPTER 3: **Pupils' Characteristics and their Learning Environments**

Introduction

General Policy Concern 1: What were the personal characteristics (for example, age and gender) and home background characteristics (for example, parent education, regularity of meals, home language, etc.) of Grade 6 pupils that might have implications for monitoring equity, and/or that might impact upon teaching and learning?

Specific Research Questions

- What was the age distribution of pupils?
Questionnaire: SI: P2; SII: P2
Dummy Table: 3.1(a), 3.1(b)
- What was the gender distribution of pupils?
Questionnaire: SI: P3 ; SII: P3
Dummy Table: 3.1(a), 3.1(b)
- What was the level of the parents' education?
Questionnaire: SI: P9, P10; SII: P11, P12
Dummy Table: 11.17(a) is a replacement for 3.1(a), 11.17(b) is a replacement for 3.1(b)
- How regularly did pupils eat meals?
Questionnaire: SI: P18; SII: P10
Dummy Table: 3.1(a), 3.1(b)
- What percentage of pupils spoke the language of the test at home?
Questionnaire: SI: P4; SII: P4
Dummy Table: 3.2(a), 3.2(b)
- Where did pupils live during the school week?
Questionnaire: SI: P5; SII: P5
Dummy Table: 3.3(a), 3.3(b)
- How many books were there in pupils' homes?
Questionnaire: SI: P6; SII: P6
Dummy Table: 3.1(a), 3.1(b)
- What other reading materials and electronic media did pupils have at home?
Questionnaire: SI: P8.01, P8.02, P8.03, P8.04, P8.05, P8.06, P8.07 ;
SII: P7.01, P7.02, P7.03, P7.04, P7.05, P07.06, P7.07
Dummy Table: 3.1(a), 3.1(b)
- What was the socio-economic status of pupils' parents in terms of possessions, housing conditions (lighting, floor, wall, roof), and livestock?
Questionnaire: SI: P8 ; SII: P7, P8, P9, P13, P14, P15
Dummy Table: 3.1(a), 3.1(b), 3.4(a), 3.4(b), 3.4(c), 3.4(d), 3.4(e), 3.5

General Policy Concern 2: What were the school context factors experienced by Grade 6 pupils (such as location, absenteeism (regularity and reasons), grade repetition, and homework (frequency, amount, correction, and family involvement)) that might impact upon teaching/learning and the general functioning of schools?

Specific Research Questions

- What was the location of the school?
Questionnaire: SI: S11, S12; SII: S13, S14
Dummy Table: 7.2
- How many days were pupils absent in the previous month, and what were the reasons for these absences?
Questionnaire: SI: P19; SII: P16, P17
Dummy Table: 3.2(a), 3.2(b), 3.2(c)
- How many pupils had repeated a grade, and were they currently repeating Grade 6?
Questionnaire: SI: P23; SII: P18
Dummy Table: 3.2(a), 3.2(b)
- How frequently did pupils receive homework in reading and mathematics?
Questionnaire: SI: P11; SII: P33, P36
Dummy Table: 8.4(a)
- Did the teachers correct assigned homework?
Questionnaire: SII: P34, P37
Dummy Table: 8.4(b), 8.4(c)
- Did family members monitor, assist with, request demonstrations, ask questions about, and/or look at, pupils' homework?
Questionnaire: SI: P12, P13, P14, P15, P16; SII: P24, P25, P26, P27, P28, P29, P30
Dummy Table: 9.7(a), 9.7(b), 9.7(c)

General Policy Concern 3: Did Grade 6 pupils have sufficient access to classroom materials (for example, textbooks, readers, and stationery) in order to participate fully in their lessons?

Specific Research Questions

- What percentage of students had reading and mathematics textbooks?
Questionnaire: : SI: P20; SII: P35, P38
Dummy Table: 6.4
- What percentage of pupils had adequate basic classroom supplies for writing, ruling, erasing, etc.?
Questionnaire: SI: P22; SII: P21
Dummy Table: 6.5(a), 6.5(b)

General Policy Concern 4: Did Grade 6 pupils have access to library books within their schools, and (if they did have access) was the use of these books being maximized by allowing pupils to take them home to read?

Specific Research Questions

- What percentage of pupils had access to (school and classroom) library facilities?
Questionnaire: : SI: T10.9, S31.01; SII: T12.6, S38.01
Dummy Table: 6.1, 7.3
- Were pupils permitted to take library books home? (This question to be crosschecked from pupil and school head questionnaires.)
Questionnaire: SI: P21, S34; SII: P20, S39
Dummy Table: 11.1

General Policy Concern 5: Has the practice of Grade 6 pupils receiving extra lessons in school subjects outside school hours become widespread, and have these been paid lessons?

Specific Research Questions

- What percentage of pupils received extra tuition?
Questionnaire: : SI: P17; SII: P31
Dummy Table: 8.3(a)
- Was payment made for receiving extra tuition?
Questionnaire: SII: P32
Dummy Table: 8.3(b)

Conclusion

CHAPTER 4:
Teachers' Characteristics and their Viewpoints on
Teaching, Classroom Resources, Professional Support, and Job Satisfaction

Introduction

General Policy Concern 6: What were the personal characteristics of Grade 6 teachers (for example, age, gender, and socio-economic level), and what was the condition of their housing?

Specific Research Questions

- What was the age distribution of teachers?
Questionnaire: SI: T3; SII: T3
Dummy Table: 4.1(a), 4.1(b)
- What was the gender distribution of teachers?
Questionnaire: SI: T2; SII: T2
Dummy Table: 4.1(a), 4.1(b)
- What was the socio-economic status of teachers in terms of possessions and livestock?
Questionnaire: SI: T28; SII: T27, T28
Dummy Table: 4.1(a), 4.1(b), 11.2(a), 11.2(b)

- What was the general condition (repair status and lighting) of teacher housing?
Questionnaire: SI: T31; SII: T29, T30,
Dummy Table: 4.5, 11.3(a), 11.3(b)

General Policy Concern 7: What were the professional characteristics of Grade 6 teachers (in terms of academic, professional, and in-service training), and did they consider in-service training to be effective in improving their teaching?

Specific Research Questions

- How many years of academic education had teachers completed?
Questionnaire: SI: T4; SII: T4
Dummy Table: 4.3(a), 4.3(b), 4.3(c)
- How many years of teacher training had teachers completed?
Questionnaire: SI: T5; SII: T5
Dummy Table: 4.2(a), 4.2(b)
- How many years of teaching experience had teachers completed?
Questionnaire: SI: T6; SII: T6
Dummy Table: 4.2(a), 4.2(b)
- How much in-service training had teachers completed?
Questionnaire: SI: T7; SII: T7, T8
Dummy Table: 4.4(a), 4.4(b)
- Did teachers consider that in-service training improved their teaching?
Questionnaire: SII: T9
Dummy Table: 9.8

General Policy Concern 8: How did Grade 6 teachers allocate their time among responsibilities concerned with teaching, preparing lessons, and marking?

Specific Research Questions

- How many periods did teachers teach and how long were these periods?
Questionnaire: SI: T11, T12; SII: T14, T15
Dummy Table: 11.4
- How many hours per week did teachers spend in lesson preparation and marking?
Questionnaire: SI: T13; SII: T16
Dummy Table: 8.5

General Policy Concern 9: What were Grade 6 teachers' viewpoints on (a) pupil activities within the classroom (for example, reading aloud, pronouncing, etc.), (b) teaching goals (for example, making learning enjoyable, word attack skills, etc.) (c) teaching approaches/strategies (for example, questioning, whole class teaching, etc.), (d) assessment procedures, and (e) meeting and communicating with parents?

Specific Research Questions

- What did teachers consider to be the most important pupil activities for teaching reading and mathematics?
Questionnaire: SI: T15; SII: T33, T41
Dummy Table: 8.1(a)(i), 8.1(b)(i)

- What did teachers consider to be the most important teaching goals in reading and mathematics?
Questionnaire: SI: T18; SII: T36, T44
Dummy Table: 8.1(a)(ii), 8.1(b)(ii)
- What teaching approaches/strategies were used most frequently by reading and mathematics teachers?
Questionnaire: SI: T19; SII: T37, T45
Dummy Table: 8.1(a)(iii), 8.1(b)(iii)
- How often did teachers give written tests in reading and mathematics?
Questionnaire: SI: T20; SII: T38, T46
Dummy Table: 8.1(a)(iv), 8.1(b)(iv)
- Was there a specific section in pupil school reports for reading and mathematics?
Questionnaire: SI: T22; SII: T31, T39
Dummy Table: 11.5
- How often did teachers meet with parents each year?
Questionnaire: SI: T21; SII: T17
Dummy Table: 9.3
- What percentage of parents met with teachers each year?
Questionnaire: SII: T18
Dummy Table: 11.6
- Did teachers ask parents to sign homework assignments?
Questionnaire: SI: T16; SII: T34, T42
Dummy Table: 11.7

General Policy Concern 10: What was the availability of classroom furniture (for example, sitting/writing places, teacher table, teacher chair, and bookshelves) and classroom equipment (for example, chalkboard, dictionary, maps, book corner, and teacher guides) in Grade 6 classrooms?

Specific Research Questions

- What percentages of pupils were in classrooms with adequate sitting and writing places?
Questionnaire: SI: P24, P25; SII: P22, P23
Dummy Table: 6.3
- What percentages of pupils were in classrooms with adequate classroom furniture and equipment (for example, a teacher table, teacher chair, bookshelves, and chalkboard)?
Questionnaire: SI: T10; SII: T12
Dummy Table: 6.1, 6.2
- How many books did teachers have in their classroom library or book corner?
Questionnaire: SI: T8; SII: T10
Dummy Table: 11.8
- Did teachers have teaching aids (for example, a map, dictionary, geometrical instruments, and teachers' guides)?
Questionnaire: SII: T13.1, T13.2, T13.3, T13.4, T13.5
Dummy Table: 11.9

General Policy Concern 11: What professional support (in terms of education resource centres, inspections, advisory visits, and school head inputs) was given to Grade 6 teachers?

Specific Research Questions

- Did teachers use education resource centres?
Questionnaire: SII: T24, S26
Dummy Table: 8.6, 11.20, 11.21
- How did teachers use education resource centres?
Questionnaire: SII: T24, T24.1, T24.2, T24.3, T24.4, T24.5, T24.6
Dummy Table: 11.10(a), 11.10(b)
- What support did Advisors or Inspectors give to teachers in terms of administrative, professional, and pedagogical matters?
Questionnaire: SII: T20, T21
Dummy Table: 9.9
- Did school heads advise teachers on their teaching?
Questionnaire: SI: T25; SII: T22
Dummy Table: 9.2

General Policy Concern 12: What factors had most impact upon teacher job satisfaction?

Specific Research Questions

- What factors (for example, living conditions, school facilities/equipment, staff relationships, career advancement, salaries, etc.) had most impact upon teachers' job satisfaction?
Questionnaire: SI: T26, T27; SII: T25, T26
Dummy Table: 9.1 or 11.11

Conclusion

CHAPTER 5:
School Heads' Characteristics and their Viewpoints on
Educational Infrastructure, the Organization and Operation of Schools,
and Problems with Pupils and Staff

Introduction

General Policy Concern 13: What were the personal characteristics of school heads (for example, age and gender)?

Specific Research Questions

- What was the age distribution of school heads?
Questionnaire: SI: S2; SII: S2
Dummy Table: 5.1
- What was the gender distribution of school heads?
Questionnaire: SI: S1; SII: S1
Dummy Table: 5.1

General Policy Concern 14: What were the professional characteristics of school heads (in terms of academic, professional, experience, and specialized training)?

Specific Research Questions

- How many years of academic education had school heads completed?
Questionnaire: SI: S3; SII: S3
Dummy Table: 11.12(a), 11.12(b)
- How many years of teacher training had school heads completed?
Questionnaire: SI: S4; SII: S4
Dummy Table: 5.2
- How many years of teaching experience had school heads completed?
Questionnaire: SI: S5; SII: S6
Dummy Table: 5.2
- How many years of experience had school heads had as either a school head or an acting school head – in the current school and all together?
Questionnaire: SI: S8, S9; SII: S9, S10
Dummy Table: 11.13
- Have school heads received specialized training in school management?
Questionnaire: SII: S5
Dummy Table: 5.2
- What percentages of the school staff had post-secondary academic education?
Questionnaire: SII: S16
Dummy Table: 11.18
- What average years of teacher training were received by the school staff?
Questionnaire: SII: S17
Dummy Table: 11.18

General Policy Concern 15: What were the school heads' viewpoints on general school infrastructure (for example, electrical and other equipment, water, and basic sanitation) and the condition of school buildings?

Specific Research Questions

- What items of equipment (telephone, fax, photocopier) and general facilities (library, staff room, store room) did schools have?
Questionnaire: SI: S31; SII: S38
Dummy Table: 7.3
- What kind of water supply did schools have?
Questionnaire: SI: S31.10; SII: S38.08
Dummy Table: 7.3
- What was the nature and provision of toilet facilities in schools?
Questionnaire: SI: S30; SII: S37
Dummy Table: 7.1
- What was the general condition of school buildings?
Questionnaire: SI: S29; SII: S36
Dummy Table: 7.1
- What was the classroom space available for pupils?
Questionnaire: SII: S22, S35
Dummy Table: 11.19

- What percentage of school classrooms were permanent (as distinct from temporary or open area classrooms)?

Questionnaire: SII: S34

Dummy Table: 11.19

General Policy Concern 16: What were the school heads' viewpoints on (a) daily activities (for example, teaching, school-community relations, and monitoring pupil progress), (b) organizational policies (for example school magazine, open days, and formal debates), (c) inspections, (d) community input, (e) problems with pupils and staff (for example, pupil lateness, teacher absenteeism, and lost days of school)?

Specific Research Questions

- What amount of teaching did school heads undertake?
Questionnaire: SI: S7; SII: S7, S8
Dummy Table: 5.3
- What level of importance did school heads attach to activities such as community contacts, monitoring pupil progress, administrative tasks, etc.?
Questionnaire: SI: S22; SII: S28
Dummy Table: 9.4
- What was the incidence of school activities such as a school magazine, public speaking day, "open days, etc.?
Questionnaire: SI: S24; SII: S30
Dummy Table: 8.2
- How many school days were lost in the last school year due to non-school events?
Questionnaire: SI: S26; SII: S33
Dummy Table: 7.4
- What were the purposes and frequency of school inspections?
Questionnaire: SII: S24, S25
Dummy Table: 8.7, 11.14
- What was the contribution of the school community (in terms of time and resources for maintaining the school and for providing supplementary funding)?
Questionnaire: SII: S40
Dummy Table: 9.10
- What were the main behavioural problems of pupils?
Questionnaire: SI: S25; SII: S31
Dummy Table: 9.5(a), 9.5(b)
- What were the main behavioural problems of teachers?
Questionnaire: SI: S25; SII: S32
Dummy Table: 9.6(a), 9.6(b)

Conclusion

CHAPTER 6:
Equity in the Allocation of Human and Material Resources
among Regions and among Schools within Regions

Introduction

General Policy Concern 17: Have human resources (for example, qualified and experienced teachers and school heads) been allocated in an equitable fashion among regions and among schools within regions?

Specific Research Questions

- Were qualified and experienced Grade 6 teachers and school heads distributed equitably among regions and among schools within regions?
Questionnaire: SI: T4, T5, T6, T23, S3, S4, S5, S13, S18; SII: T4, T5, T6, T19, S3, S4, S6, S15, S18
Dummy Table: 11.15(a), 11.15(b)

General Policy Concern 18: Have material resources (for example, classroom teaching materials and school facilities) been allocated in an equitable fashion among regions and schools within regions?

Specific Research Questions

- Were (a) general school infrastructure, (b) classroom equipment, and (c) classroom teaching materials distributed equitably among regions and among schools within regions?
Questionnaire: SI: T10, T31, S20, S28, S30, S31; SII: T12, T30, S22, S35, S37, S38
Dummy Table: 11.16(a), 11.16(b)

Conclusion

CHAPTER 7:
The Reading and Mathematics Achievement Levels
of Pupils and their Teachers

Introduction

General Policy Concern 19: What were the levels (according to Rasch scores and descriptive levels of competence) and variations (among schools and regions) in the achievement levels of Grade 6 pupils and their teachers in reading and mathematics – for my country and for all other SACMEQ countries?

Specific Research Questions

- What were the overall mean Rasch scores of pupils and their teachers in reading and mathematics?
Questionnaire: SI: PRT; SII: PRT, PMT, TRT, TMT
Dummy Table: 10.1, 10.3

- What were the percentages of between and within school variance associated with pupil Rasch scores in reading and mathematics?
Questionnaire: SI: PRT; SII: PRT, PMT, TRT, TMT
Dummy Table: 10.10 (to be sent)
- What were the overall percentages of pupils and their teachers across the various levels of competence in reading and mathematics?
Questionnaire: SI: PRT; SII: PRT, PMT, TRT, TMT
Dummy Table: 10.7(a), 10.7(b), 10.7(c), 10.8(a), 10.8(b)
- What were the overall percentages of pupils and their teachers across the various levels of mastery in reading?
Questionnaire: SI: PRT; SII: PRT, PMT, TRT, TMT
Dummy Table: 10.4, 10.5, 10.6

General Policy Concern 20: What were the reading and mathematics achievement levels of important sub-groups of Grade 6 pupils and their teachers (for example, pupils and teachers of different genders, socio-economic levels, and locations)?

Specific Research Questions

- What were the gender differences in reading and mathematics achievement for pupils and teachers?
Questionnaire: SI: PRT, P3; SII: PRT, PMT, TRT, TMT, P3, T2
Dummy Table: 10.2, 10.5, 10.9(a), 10.9(b), 10.9(c)
- What were the school location differences in reading and mathematics achievement for pupils and teachers?
Questionnaire: SI: PRT, S12; SII: PRT, PMT, TRT, TMT, S14
Dummy Table: 10.2, 10.5, 10.9(a), 10.9(b), 10.9(c)
- What were the socioeconomic differences in reading and mathematics achievement for pupils and teachers?
Questionnaire: SI: PRT, P8; SII: PRT, PMT, TRT, TMT, P7, T27
Dummy Table: 10.2, 10.5, 10.9(a), 10.9(b), 10.9(c)

Conclusion

CHAPTER 8: **Conclusion and Agenda for Action**