Abstract:

The objective of this paper is to review the determinants of learning achievements in Economics in the Kenyan secondary schools. Special attention is given to school-wide and teacher characteristics. The ultimate objective is to estimate the determinants of cognitive skills in relation to economics education as measured by test scores. The test score of a student is the dependent variable while the independent variables include school-specific and teacher variables. Schools were found to differ in their characteristics, as did the teachers and the students. A linear regression model is specified and estimations carried out to obtain the results. Data for the study was obtained from the Kenya National Examination Council in a survey carried out in 1996. Among the variables found significant were those that related to the teacher, especially the education level and tenure of experience as well as the intensity of assessment in Economics. The utilization of instructional resources was also important.