

Chapter 10 – Pupil and Teacher Competences in Literacy and Numeracy¹

Table 10.1. Means and sampling errors for the reading and mathematics test scores of pupils with all items (SACMEQ I and SACMEQ II)

Region	Pupil performance on all items					
	SACMEQ I		SACMEQ II			
	Reading		Reading		Mathematics	
	Mean	SE	Mean	SE	Mean	SE
Region 1						
Region 2						
Region 13						
National						

SACMEQ I variable: XRALOCP.

SACMEQ II variables: ZRALOCP, ZMALOCP.

Note: The pooled SACMEQ II reading and Mathematics test scores were transformed to a mean of 500 and a standard deviation of 100.

¹ Because the scores had been ‘re-scaled’ with 14 countries, the Mean scores can not be compared with the tables of MINEDAF paper.

Table 10.2. Means and sampling errors for the reading and mathematics test scores of pupils by sub-groups (SACMEQ I and SACMEQ II)

Sub-groups	Pupil performance on all items					
	SACMEQ I		SACMEQ II			
	Reading		Reading		Mathematics	
	Mean	SE	Mean	SE	Mean	SE
<i>Gender</i>						
Boys						
Girls						
<i>Socio-economic level</i>						
Low SES						
High SES						
<i>School location</i>						
Isolated/Rural						
Small town						
Large city						
National						

SACMEQ I variables: XRALOCP, XPSEX, XPOSLEV, XSLOCATI.

SACMEQ II Variables: ZRALOCP, ZMALOCP, ZPSEX, ZPOSLEV, ZSLOCATI.

Note: The pooled SACMEQ II reading and Mathematics test scores were transformed to a mean of 500 and a standard deviation of 100.

SACMEQ I			SACMEQ II		
Question N°	Original Variable	Recoded Variable	Question N°	Original Variable	Recoded Variable
PQ3	PSEX (1=boy; 2=girl)	XPSEX (1=0) (2=1)	PQ3	PSEX (1=boy; 2=girl)	ZPSEX (1=0) (2=1)
PQ8.01	PPOSNEWS (1=no; 2=yes)	XPTOTP13 = PPOSNEWS + PPOS01 + PPOS02 + PPOS03 + PPOS04 + PPOS05 + PPOS06 + PPOS07 + PPOS09 + PPOS10 + PPOS11 + PPOS12 + PPOS13 + PPOS14 – 13 (Max. 13) Temp = mean (XPTOTP13) for each country XPOSLEV= (0 thru temp)=1 (temp thru 13)=2	PQ7.01	PPOS01 (1=no tick; 2=tick)	ZPTOTP13 = PPOS01 + PPOS02 + PPOS03 + PPOS04 + PPOS05 + PPOS06 + PPOS07 + PPOS09 + PPOS10 + PPOS11 + PPOS12 + PPOS13 + PPOS14 – 13 (Max. 13) Temp = mean (XPTOTP13) for each country XPOSLEV= (0 thru temp)=1 (temp thru 13)=2
PQ8.02	PPOS02 (1=no; 2=yes)		PQ7.02	PPOS02 (1=no tick; 2=tick)	
PQ8.03	PPOS03 (1=no; 2=yes)		PQ7.03	PPOS03 (1=no tick; 2=tick)	
PQ8.04	PPOS04 (1=no; 2=yes)		PQ7.04	PPOS04 (1=no tick; 2=tick)	
PQ8.05	PPOS05 (1=no; 2=yes)		PQ7.05	PPOS05 (1=no tick; 2=tick)	
PQ8.06	PPOS06 (1=no; 2=yes)		PQ7.06	PPOS06 (1=no tick; 2=tick)	
PQ8.07	PPOS07 (1=no; 2=yes)		PQ7.07	PPOS07 (1=no tick; 2=tick)	
PQ8.09	PPOS09 (1=no; 2=yes)		PQ7.09	PPOS09 (1=no tick; 2=tick)	
PQ8.10	PPOS10 (1=no; 2=yes)		PQ7.10	PPOS10 (1=no tick; 2=tick)	
PQ8.11	PPOS11 (1=no; 2=yes)		PQ7.11	PPOS11 (1=no tick; 2=tick)	
PQ8.12	PPOS12 (1=no; 2=yes)		PQ7.12	PPOS12 (1=no tick; 2=tick)	
PQ8.13	PPOS13 (1=no; 2=yes)		PQ7.13	PPOS13 (1=no tick; 2=tick)	
PQ8.14	PPOS14 (1=no; 2=yes)		PQ7.14	PPOS14 (1=no tick; 2=tick)	
SQ12	SLOCATIO 1=isolated ; 2=rural 3=small town; 4=large city	XSLOCATI (1 thru 2=1) (3 =2) (4=3)	SQ14	SLOCAT 1=isolated; 2=rural 3=small town ; 4=large city	ZSLOCATI (1 thru 2=1) (3 =2) (4=3)

Table 10.3. Means and sampling errors for the reading and mathematics test scores of teachers (SACMEQ II)²

Region	Teacher performance on all items			
	Reading		Mathematics	
	Mean	SE	Mean	SE
Region 1				
Region 2				
Region 13				
National				

SACMEQ II Variables: ZRALOCT, ZMALOCT.

Note: The pooled SACMEQ II reading and Mathematics test scores were transformed to a mean of 500 and a standard deviation of 100.

² Because the scores had been ‘re-scaled’ with 14 countries, the Mean scores can not be compared with the tables of MINEDAF paper.

Table 10.4. Percentages and sampling errors of pupils reaching minimum and desirable reading levels of mastery (SACMEQ I and SACMEQ II)

Region	SACMEQ I				SACMEQ II			
	Pupils reaching minimum level of mastery		Pupils reaching desirable level of mastery		Pupils reaching minimum level of mastery		Pupils reaching desirable level of mastery	
	%	SE	%	SE	%	SE	%	SE
Region 1								
Region 2								
Region 13								
National								

SACMEQ I variables : XMINRDP, XDESRDP.

SACMEQ II Variables: ZMINRDP, ZDESRDP.

Table 10.5. Percentages and sampling errors of pupils reaching minimum and desirable reading levels of mastery by sub-groups (SACMEQ I and SACMEQ II)

Sub-groups	SACMEQ I				SACMEQ II			
	Pupils reaching minimum level of mastery		Pupils reaching desirable level of mastery		Pupils reaching minimum level of mastery		Pupils reaching desirable level of mastery	
	%	SE	%	SE	%	SE	%	SE
<i>Gender</i>								
Boys								
Girls								
<i>Socio-economic level</i>								
Low SES								
High SES								
<i>School location</i>								
Isolated/Rural								
Small town								
Large city								
National								

SACMEQ I Variables: XMINRDP, XDESRDP, XPSEX, XSLOCATI, XPOSLEV.

SACMEQ II Variables: ZMINRDP, ZDESRDP, ZPSEX, ZSLOCATI, ZPOSLEV.

Table 10.6. Percentages and sampling errors of teachers reaching minimum and desirable reading levels of mastery (SACMEQ II)

[illegible]

SACMEQ II Variables: ZMINRDT, ZDESRDT.

Table 10.7(a). Percentages and sampling errors for literacy levels of pupils (SACMEQ I)

[illegible]

SACMEQ I Variable: XRALEVP.

Table 10.7(b). Percentages and sampling errors for literacy levels of pupils (SACMEQ II)

[illegible]

SACMEQ II Variable: ZRALEVP .

Table 10.7(c). Percentages and sampling errors for numeracy levels of pupils (SACMEQ II)

[illegible]

SACMEQ II Variable: ZMALEVP.

Table 10.8(a). Percentages and sampling errors for literacy levels of teachers (SACMEQ II)

[illegible]

SACMEQ II Variable: ZRALEV.T.

Table 10.8(b). Percentages and sampling errors for numeracy levels of teachers (SACMEQ II)

[illegible]

SACMEQ II Variable: ZMALEVT.

Table 10.9(a). Percentages and sampling errors for literacy levels of pupils by sub-groups (SACMEQ I)

Sub-groups	Percentage of pupils reaching the reading competence level															
	1		2		3		4		5		6		7		8	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
<i>Gender</i>																
Boys																
Girls																
<i>Socio-economic level</i>																
Low SES																
High SES																
<i>School location</i>																
Isolated/Rural																
Small town																
Large city																
National																

SACMEQ I variables: XRALEVP, XPSEX, XPOSLEV, XSLOCATI.

SACMEQ II variables: ZRALEVP, ZPSEX, ZPOSLEV, ZSLOCATI.

Table 10.9(b). Percentages and sampling errors for literacy levels of pupils by sub-groups (SACMEQ II)

Sub-groups	Percentage of pupils reaching the reading competence level															
	1		2		3		4		5		6		7		8	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
<i>Gender</i>																
Boys																
Girls																
<i>Socio-economic level</i>																
Low SES																
High SES																
<i>School location</i>																
Isolated/Rural																
Small town																
Large city																
National																

SACMEQ II variables: ZRALEVP, ZPSEX, ZPOSLEV, ZSLOCATI.

Table 10.9(c). Percentages and sampling errors for numeracy levels of pupils by sub-groups (SACMEQ II)

Sub-groups	Percentage of pupils reaching the mathematics competence level															
	1		2		3		4		5		6		7		8	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
<i>Gender</i>																
Boys																
Girls																
<i>Socio-economic level</i>																
Low SES																
High SES																
<i>School location</i>																
Isolated/rural																
Small town																
Large city																
National																

SACMEQ II Variables: ZMALEVP, ZPSEX, ZPOSLEV, XSLOCATI.