Methodological Evaluation of Secondary Schools Systems in Kenya Using Quasi-Experimental Design for Clinical Outcomes Measurement

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Abstract

The educational system in Kenya's secondary schools is under scrutiny for its effectiveness in preparing students for higher education and employment. A quasi-experimental design was employed to measure clinical outcomes like academic achievement scores. Data were collected from schools across Kenya, stratified by region and socio-economic status. Significant variation in academic performance between regions was observed, with a median improvement of 10% in test scores for schools in less affluent areas compared to those in more prosperous regions. The quasi-experimental design provided robust insights into the impact of socioeconomic factors on secondary school education outcomes. Efforts should be directed towards improving educational infrastructure and resources in underserved regions to enhance overall student performance. secondary schools, clinical outcomes, academic achievement, stratified sampling, quasi-experimental design The empirical specification follows $Y = \beta_{0+\beta}^{\rightarrow} p\, X + varepsilon$, and inference is reported with uncertainty-aware statistical criteria.

Keywords: *Kenyan, Quasi-experimental, Evaluation, Methodology, Education, Assessment, Quantitative Analysis*

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