



Teacher Training Programmes as a Mixed Methods Approach to Reducing Educational Inequality in Primary Schools, Nairobi, 2001

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Abstract

Educational inequality in primary schools of Nairobi, Kenya highlights disparities in access to quality education and resources. The study employed both quantitative and qualitative research methods including surveys, interviews, and observational studies among primary school teachers and students. A statistically significant improvement ($p < 0.05$) was observed in student performance scores following the implementation of teacher training programmes, with a 20% increase in literacy rates. Teacher training programmes have been effective in enhancing educational outcomes for primary school students and reducing disparities. Further research should explore the long-term impacts of these interventions and scale up successful models to broader regions.

Keywords: *African Geography, Mixed Methods, Quantitative Research, Qualitative Inquiry, Educational Policy, Teacher Effectiveness, Socioeconomic Disparities*

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