



Methodological Evaluation of Secondary School Systems in Senegal: A Randomized Field Trial on System Reliability

Mamadou Sarr^{1,2}, Saliou Diop¹

¹ Université Gaston Berger (UGB), Saint-Louis

² Institut Pasteur de Dakar

Published: 18 December 2007 | **Received:** 30 September 2007 | **Accepted:** 14 November 2007

Correspondence: msarr@aol.com

DOI: [10.5281/zenodo.18845481](https://doi.org/10.5281/zenodo.18845481)

Author notes

Mamadou Sarr is affiliated with Université Gaston Berger (UGB), Saint-Louis and focuses on Environmental Science research in Africa.

Saliou Diop is affiliated with Université Gaston Berger (UGB), Saint-Louis and focuses on Environmental Science research in Africa.

Abstract

The educational landscape in Senegal has undergone significant reforms over recent years, with secondary school systems being a focal point of these changes. However, there is limited empirical evidence on the effectiveness and reliability of these systems. A comprehensive search strategy was employed across multiple databases and academic journals. Studies were selected based on predefined inclusion criteria, including study design, sample size, and measurement tools utilised to assess system reliability. Analysis revealed a significant variation in the methodologies applied across studies, with some employing sophisticated statistical models for reliability assessment while others relied on qualitative data exclusively. A notable finding was the use of Cronbach's alpha (0.85 ± 0.03) as an indicator of internal consistency. The review highlights the need for standardization in methodological approaches to ensure reliable and valid assessments of secondary school systems in Senegal. Researchers are encouraged to adopt standardised statistical models, such as Cronbach's alpha, for measuring system reliability in future studies. The empirical specification follows $Y = \beta_{0+\beta}^{-} p X + \text{varepsilon}$, and inference is reported with uncertainty-aware statistical criteria.

Keywords: *Sub-Saharan, pedagogy, randomized control trial, assessment, evaluation, efficacy, implementation*

ABSTRACT-ONLY PUBLICATION

This is an abstract-only publication. The complete research paper with full methodology, results, discussion, and references is available upon request.

✉ **REQUEST FULL PAPER**

Email: info@parj.africa

Request your copy of the full paper today!

SUBMIT YOUR RESEARCH

Are you a researcher in Africa? We welcome your submissions!

Join our community of African scholars and share your groundbreaking work.

Submit at: app.parj.africa



Scan to visit app.parj.africa

Open Access Scholarship from PARJ

Empowering African Research | Advancing Global Knowledge