

Influence of Government Policy Intervention Strategy on Class Repetition in Public Primary School Education, Uasin Gishu County, Kenya

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Abstract

The Government of Kenya has issued several circulars regarding class repetition in schools as a policy guideline. However, since the issuance, class repetition is still experienced in most schools across the country. The purpose of this study was to examine the influence of Government policy initiative as an intervention strategy on class repetition in public primary schools. The study was conducted in Uasin Gishu County comprising of 445 Public Primary Schools. The study found out that, government policy initiative as an intervention strategy, has an influence on class repetition. The study recommended that there should be a review on the role of tuition in primary schools and enhancement of Professional Development for teachers by Government. The study will assist government, schools, head teachers and teachers to address the issue of class repetition in the country. A further study of situational analysis of Professional Development Need analysis for the 21st century be done.

Keywords: Class Repetition, Education Policy, Government policy, Intervention Strategies, Public Primary School.

Full text:

https://pdfs.semanticscholar.org/c568/a7281a674299f946d461fe0376699d4c425e.pdf?_ga=2.90055515.1724368896.1589263045-30625563.1533125846