CLASS REPETITION INTERVENTION STRATEGIES IN PRIMARY SCHOOL EDUCATION IN KENYA

BY

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DECLARATION

Declaration by the Candidate

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ABSTRACT

Research indicates that Kenya is experiencing class repetition in primary school education despite the gains earlier made and benefits associated with universal access to primary school education. The practice increases the possibility of the pupil to drop out of school. The purpose of this study was to investigate class repetition intervention strategies in primary school education in Kenya. In order to achieve the purpose of the study, five objectives were addressed; to determine the pupil characteristics that influence class repetition in primary school education, to ascertain whether pupil academic performance influences class repetition, to establish teachers' class repetition intervention strategies, to investigate the relationship between head teachers' transformational leadership and class repetition in primary school education and to assess the relationship between Government policy and class repetition in primary school education. The study was guided by the theory of Self-Efficacy developed by Bandura Albert and pragmatism philosophy. This study was conducted in Uasin Gishu County in Kenya involving 445 public primary schools selected using simple random sampling and purposive sampling techniques. The respondents were 277 comprising of 137 head teachers, 137 class seven teachers, 8 focus group and 3 Sub-County Education officers. The data of the study was collected using the triangulation approach involving questionnaires, document analysis, focus group discussion and interviews. The questionnaire was tested for reliability by using of a Cronbach alpha single administration and the data was analyzed using descriptive and inferential statistics and qualitative thematic approach. Pearson Product Moment Correlation and Multiple Regression was used to analyze the data and to determine the relationship and prediction between the independent variables and dependent variable in the stated hypotheses. Data were presented in tables arising from the data analysis techniques utilized in the study. The study found out that pupil characteristics, teacher related strategies; head teachers' transformational leadership and Government policy initiative as an intervention strategies on class repetition. The findings of this study will contribute towards the development of intervention strategies to mitigate class repetition in primary school education in Kenya and strengthen the country's effort towards the EFA goals, Schools will develop and practice interventions strategies that are workable within their circumstances. Research based supported interventions will be enhanced in solving class repetition in primary schools. Education policies formulation and implementation based on research findings, will form the basis of intervention strategies on class repetition in primary school education in Kenya.

DEDICATION

This thesis is dedicated to my family

To my children

Cammerline, Martin and Felicity

My late wife Jane

My late parents

Thomas and Rhoda Sambu

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LIST OF ABBREVIATIONS

ECD	Early Childhood Education
EMIS	Educational Management Information System
EPDC	Education Policy and Data Center
FPE	Free Primary Education
GDP	Gross Domestic Product
GER	Gross Enrollment Ratio
KCPE	Kenya Certificate of Primary Education
KNBS	Kenya National Bureau of Statistics
MDGs	Millennium Development Goals
MOE	Ministry of Education
NACOSTI	National Council of Science, Technology and Innovation
PTA	Parents Teachers association
SES	Social Economic Status
TSC	Teachers service Commission
UNESCO	United Nations Educational Scientific, Cultural Organization
UPE	Universal Primary education

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CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Introduction

This chapter presents the information on the background to the study, statement problem, purpose of the study, objectives, research hypothesis, justification and significance of the study, limitations, theoretical and conceptual frameworks and operational definition of terms. The aim of the chapter is to place the research problem into context.

1.1Background of the study

The World Education Forum in Dakar, Senegal in 2000, governments promised to realize Universal Access to Primary School Education by 2015 (UNESCO, 2012). Countries had to set aside approximately 7% of the Gross Domestic Product (GDP) to education by 2005 and 9% by 2010. Class repetition is a process of making sure that a pupil waits and completes schooling over a longer period and is making a comeback in many countries (Chirombo, 2005). According to Beebe-Frankenberger, Bonan, McMillan and Greshmam (2004), class repetition in American school system is used as an intervention strategy with learners who fail to achieve class level performances. Class repetition is a method well liked and used by many primary schools for remediating poor performance as head teachers and teachers are held responsible for academic performance in their schools[CITATION Chi05 \l 1033].

On the other hand, Jacob and Lefgren (2009) say that class repetition resolutions are typically made by teachers, school principals and parental involvement based on a number of unobserved pupil characteristics. They further point that class repetition in most developing and developed countries is based on academic performance by the pupil. In the USA for instance, retaining a pupil at a class level for an academic year is an intervention strategy that has gradually grown during the last 30 years (Nancy, 1999) and is against the preceding policy of social promotion which had been upheld for many years (Bowman-Perrott, Hercera & Murry, 2010). This demonstrates the importance of understanding how policies interact to shape the bearing of a particular intervention as observed by [CITATION Jac09 \l 1033].

With remarkable prominence on state standardized test scores being the measurement of learner accomplishment and moving on to the next class level (Wu, West & Hughes, 2008), school or countries expect pupils to pass tests of class level in order to be promoted to the next class. The utilizations of testing in schools, having teachers and pupils responsible, occurrence of social promotion decreased and class repetition increased. The rising rates of class repetition reflect changes in educational policy that sought to enhance educational standards and increase accountability (Martin, 2009). Nevertheless, this has placed schools under pressure not to allow pupils to be promoted to the next class until they have mastered class-level requirements (Frey, 2005).

According to UNESCO (2007), worldwide, 13% of school age children who enroll in primary schools' dropout and of these 37% are from Sub-Saharan Africa (Cameron,

2005). Furthermore, at the same time as enrollment rates are increasing at the entry level, more drop out before completing a full cycle (UNESCO, 2011). Education has been the guiding principle planned by the developing and developed countries to support development[CITATION Jim08 \l 1033]. It is an important input to the development and human resource capacity building to enable countries to implement the fast-technological transformation being experienced. The expansion of education can be achieved through a blend of social policies by government and international expressions. Universalizing access to primary school education is a commitment already acknowledged by the international community and countries as policy makers and scholars acknowledge its significance. This has led to the public and private as well as individuals to have interest and invest in education for the rewards are substantial to the individual and society at large.

For over forty years, the international organizations, governments, private and individuals have associated to sustain the enhancement of primary school education specifically in the developing world. According to UNESCO (2008), the venture by the international organizations into financing primary education and developing strategies has seen progress being realized in education. There has been progress being realized in education and the growth in primary school education has also been made possible by the huge sums of money and education policies developed by governments in Sub Saharan Africa after independence. Jimenez and Patrinos (2008), point out that by 1970 most governments following independence began to allocate at least 3.7 per cent of their Gross Domestic Product (GPD) to education.

By 2007, many countries were allocating 5 percent of the GDP to education. According to Jimenez and Patrinos (2008), the allocation of more financial resources to education explains the improvement in the number of children going to school, particularly at primary school level. Apart from the foregoing incentives, the role of education in people's lives (Chirombo, 2005, Jimenez and Patrinos, 2008) has made many countries to ensure that education reach all and the achievement of universal access to primary school education. However, with the benefits and huge resource allocation, in Sub Saharan Africa still experiences many children who do not have the prospects of going to school and a small percentage of those who enroll complete school (Chirombo, 2005).

According to UNICEF (2012), the available data on primary school enrolment indicates persistence of inequity, attendance and low completion based on gender and social economic status among others. Chirombo (2005), says that although developing countries especially those in Sub-Saharan Africa encountered massive growth in enrollment following independence, it has been attached also with varied challenges and dilemmas. Primary School enrollment in most countries has experienced challenges particularly as relates to access, retention and progression (UNESCO, 2005). As a consequence, the World Forum on Education did declare the commitment of countries towards the Universal Access to Primary Education by 2015 (UNESCO, 2012).

Though education benefits are varied, many African countries experience class repetition in primary school level. UNESCO (2005) is of the opinion that a child who goes away from school without completing compulsory primary education stands for lost investments and opportunities at the individual and society levels. Further, it points that a child who repeats a class spends an extra year of educational resources, limits the capability of the education system and increases the class size and the cost per graduate, thus, it is harmful to the quality of education and subsequently leading to wastage in education.

Sub-Saharan Africa shows both the lowest rates in enrolment of 31% and the highest-class repetition of 20% and when compared to other regions worldwide, the region still has the highest repetition rates. Central Asia, Eastern and Western Europe and North America have much lowest repetition rates that vary between 1% and 2% and Latin America has 6% (Martin, 2009). The data indicates that Sub-Saharan Africa is experiencing class repetition at primary school education despite the gains earlier made and benefits that are associated with Universal Access to Primary School Education.

Most studies have found that class repetition can have positive consequences specifically social psychological effects that are experienced by repeaters as indicated by greater school attachment, adjustment and lower rebellious behavior (Frey, 2005). In spite of this, lower academic performance in standardized scores and academic grades and higher incidence of special education placement have been experienced in many countries[CITATION Fre05 \l 1033]. Wu, Hughes and West (2010), say that class

repetition is an educational practice that has been commended and condemned in educational research. However, a debate rages on regarding the effectiveness of the practice (Roderick & Nagaoka, 2005). Some call the practice “an ineffective, stigmatizing, waste of resources” and others point to the “success of failure” (Jacob & Lefgren, 2009). Majority of them viewed class repetition as having long-term negative effects, while others have supported it as giving the pupil the gift of time to mature and master academic requirement. But according to Bushra and Qadir (2011), despite its widespread use by primary schools, class repetition is a very controversial practice in education. It is against this debate on class repetition that the purpose of the study was framed on examining the intervention strategies for class repetition in public primary school education in Kenya.

Public primary school education has failed many pupils (Lazarus & Ortega, 2007) who are in need of rigorous and all-encompassing interventions to neutralize conditions that lead to poor educational outcomes. Class repetition is inadequate in tackling the multiple needs of pupils and is not able to sustain long-term positive outcomes. Class repetition helps some children during the early years of primary schooling and that repeaters make gains in the short term(Alexander, Entwisle & Dauber, 2003). The gains in achievement that are initially apparent decline two or three years after repetition and do not catch-up academically with their age peers overtime (Hong & Raudenbush, 2005).

1.2 Statement of the Problem

The country has experienced high enrolment rate of 82% since the re-introduction of Free Primary Education in 2003. Notwithstanding this development, Kenya experiences class repetition in public primary schools and in 2013, the practice was outlawed by the Ministry in charge of education (Circular NO. MOE/HRS/3/7/4, World Bank, 2014). It is documented that 6% of pupils repeat a class among both boys and girls in primary schools in Kenya (Kenya National Bureau of Statistics, 2012, World Bank, 2014). In a study on the Kenya Certificate of Primary Education, it was found out that the release of the results of this examination contributes positively to class repetition in Kenya [CITATION Som07 \l 1033]. Wafula, Wamocha and Epari (2016) in their study of effects of class repetition on pupils' academic performance found out that, class repetition is rampant in Bungoma North Sub-County and contributes to boys dropping out of school. In Uasin Gishu County, more pupils are enrolled in class seven than class eight indicating an occurrence of class repetition and 4.2% and 4.3% repeat a class among boys and girls respectively (EPDC, 2008). Unless this trend is significantly reversed, occurrence of class repetition in primary school education in Kenya will still be experienced (World Bank, 2014).

Previous research on class repetition has focused on the reasons (Koros, Sang & Bosire, 2013, Jimmerson & Ferguson, 2007), effects (Carol & Wei, 2007) and decisions to repeat pupils (Catherine, John, Kathleen & Melody, 2010, Kasirye, 2009). Minimal research has been done on class repetition interventions strategies in primary school education. Most

studies have focused on quantitative studies on class repetition effects on the pupil (Silberglitt, Appleton, Burns and Jimmerson, 2006). Such studies fail to utilize mixed methods research designs that provide a better understanding of the research problem (Plano, Catherine, Churchill, Green and Amanda, 2008). Class repetition is a current reform issue in education (Ndaruhutse, 2008) and less attention has been paid to class repetition intervention strategies in public primary school education that can be implemented in schools. The study therefore focuses on intervention strategies that mitigate the problem of class repetition in public primary school education in Kenya.

By examining class repetition intervention strategies in primary school involving teachers and head teachers, one can understand the problem and fill the existing gap, hence adding to the existing knowledge. For the head teachers and teachers, school based class repetition intervention strategies can be embraced and the policy makers can base their policies on research findings.

1.3 Purpose of the Study

The purpose of the study was to examine the class repetition intervention strategies in public primary school education in Kenya.

1.4 Research Objectives

To achieve the purpose of the study on class repetition intervention strategies in public primary school education, the following objectives were identified;

i. To determine the pupil characteristics that associate with class repetition in public primary school education
ii. To assess the influence of pupil academic performance on class repetition in public primary school education
iii. To examine teacher intervention strategies that influence class repetition in public primary school education
iv. To investigate the head teachers' transformational leadership intervention strategies that influence class repetition in public primary school education
v. To evaluate the relationship between government policy and class repetition in public primary school education

1.5 Research Hypotheses

In this research, the following hypotheses were tested;

Ho_1: There is no statistically significant relationship between pupil characteristics and class repetition in public primary school education

Ho_2: There is no statistically significant relationship between pupil academic performance and class repetition in public primary school education

Ho_3: There is no statistically significant relationship between teacher intervention strategies and class repetition in public primary school education

Ho_4: There is no statistically significant relationship between head teachers' transformational leadership and class repetition in public primary school education

1.6 Justification of the Study

The Ministry of Education in January, 2013 noted with concern the occurrence of class repetition in the Basic Education system in Kenya (Circular NO, MOE/HQS/3/7/4). In a circular to schools; both primary and secondary, it advised schools not to repeat pupils and students indicating the concern of class repetition without their own consent and those of their parents or guardians. The Basic Education Act (2013) chapter 35 (1) to (8) spells out the right of a child to education. The circular does not give the alternative ways of reducing or eliminating the problem and seems to suggest automatic or social promotion policy as regards schooling. The study, therefore aims at identifying and recommending alternative intervention strategies for reducing or eliminating class repetition in public primary school education in Kenya.

Education policy decisions can best be formulated, implemented and evaluated based on research. Hong and Raudenbush (2005) point that promotion policies in the education system of a country can either be based on automatic policy or application of rigorous achievement criteria for promotion. If educators are making research based decisions, one must question why class repetition continues to be commonly used. According to Lazarus and Ortega (2007), class repetition has been found to be ineffective and detrimental to the pupil and educators and policy makers have the responsibility to develop a diversity of alternatives. This signifies a gap between research, practice and policy and further strengthens the class repetition debate. This then provides justification for further research on the topic class repetition.

There is need to understand educational intervention strategies in an expansive framework of the subsequent interventions and optimizing behavior on the part of pupils, head teachers, teachers, parents and school. According to Jacob and Lefgren (2009), an intervention in one period affects subsequent interventions and may change pupils' incentives in ways that satisfy or worsen the long-term impact of the initial intervention. With the growing emphasis on standards and accountability in education, it is crucial that educational professionals attend to research addressing the outcomes associated with intervention strategies and utilize this knowledge to inform school practice (Kratochwill, 2007). Research ultimately may inform and facilitate the design of appropriate prevention and intervention programs that may enhance the socio-emotional adjustment and educational success of pupils who are at risk of school failure and class repetition. This study, therefore, aims at informing educational policy makers in education and the decision makers on the intervention strategies that shall tackle class repetition and also assist pupils who repeat to improve and continue learning.

The debate over class repetition and social or automatic promotion is not new (Bali, Anagnostopoulos & Roberts, 2005). The center of the debate between class repetition and social promotion will influence the pupil in the long term. However, the debate rages on regarding the effectiveness of the practice (Wu, Hughes & West, 2010; Roderick & Nagaoka, 2005) and recent research findings challenges each other (Hong & Yu, 2007). Class repetition is an intervention that has received increasing scrutiny as policies, practices and results of research diverge (Silberglitt, Appleton, Burns & Jimmerson,

2006). The theme on the class repetition debate and divergence in research findings formed the basis for this research study.

1.7 Significance of the Study

The study aims at finding out class repetition intervention strategies in public primary school education in Kenya. Kenya is a signatory to international conventions, especially the MDGs regarding education. The Kenyan government anticipated that by 2015, the EFA goals shall have been attained. But with class repetition and its associated effects, this goal may not be realized in the long term. Therefore, by studying class repetition intervention strategies in public primary school education, the Kenyan government can strengthen its efforts to attaining the EFA goals in the long run. Research based supported interventions have had major impact in improving education in many countries. The study therefore, has made recommendations on intervention strategies on class repetition based on research findings.

Most of education policies have been developed as a consequence of research and piloting of programs. To this extent, the findings of the research will form part of such an endeavor. Research forms the basis for policy formulation and master plan on how class repetition intervention strategies can be implemented in public primary schools in Kenya and other levels of education. The knowledge gained from the study will also stimulate among education planners, administrators, researchers, school managers, head teachers and teachers the need for further research on class repetition since very little has been done on class repetition intervention strategies in primary school education in Kenya. The

study findings will contribute to the existing literature on class repetition and recommendations for further areas of study within class repetition intervention strategies.

1.8 The Scope of the Study

The study was carried out in 445 public primary schools in Uasin Gishu county from the three sub counties; Wareng, Eldoret West and Eldoret East. The respondents were head teachers and class seven teachers of primary schools within the county and 3 sub county directors of education and further parents through focus group discussion. The aspects covered were class repetition intervention strategies in primary schools in Kenya. The study was undertaken between October 2015 and January 2016.

1.9 Limitations of the Study

The study had limitations arising from methodological approaches. The data collection instrument may not have been able to collect all the required data for the constructs of the study. Constructs were developed from theory which establishes the relationships between the variables and are difficult in practice to be observed. There are problems in assessing the content validity due to inadequate representation of the main domain in the objectives and the arising biases from the respondents. In a questionnaire or an interview, there is no clear set of exhaustive measures that represent any given construct. The limitation was addressed through thorough item development in both the questionnaire and interview and by piloting and thereafter testing for internal consistency by use of Pearson Product Moment Correlation Coefficient (r).

Content validity is a type of validity where the domain of the concept is made clear and the analyst judges whether it measures fully the represented the domain. For most concepts in the social sciences, no consensus exists on theoretical definitions because the domain of content is uncertain. Consequently, the burden falls on the researcher not only to provide a theoretical definition of the concept accepted by his/her peers, but also to select indicators that thoroughly cover its domain and dimensions. This is a limitation in quantitative approach and requires that a qualitative means of ensuring that the indicators tap the meaning of a concept as defined by the researcher is used. In this study, the researcher operationalized and defined the constructs in form of hypotheses and variables that were deemed to be representative of the domain.

In the study, the Pearson Product Moment Correlation Coefficient (r) was used for analyzing the data. The method attempts to establish a relationship between the variables of the study and the main predictor variables. Given that there is a relationship, it was difficult to establish the relationship as a causal and be able to explain the phenomenon under study for there were intervening factors or variables in the study. The researcher controlled the intervening variable of parents' and teachers' attitude towards class repetition in the study so as to establish the relationship between the variables of the study and explain the findings of the study. The circular to schools by the cabinet secretary for education might have influenced the respondents in giving information on the actual existence of class repetition in their schools. During the study, it was treated as an intervening variable by the researcher.

The issue of generalization of the findings was limited due to the fact that there is no agreed standard of internal consistency which can make the results to be generalized. There is no clear standard regarding the level that is considered acceptable for Cronbach alpha coefficient. In this study, a representative sample was selected and the Cronbach alpha coefficient of 0.70 and above was used as the acceptable level for result to be generalized to other areas in Kenya.

1.10 Assumptions of the Study

1. During the study, it was assumed that the data analysis method, the Pearson Product-Moment Correlation Coefficient (r) used shall determine the relationship between the dependent and independent variables of the study.
2. Within the analysis framework, it was further assumed that the data collected from the questionnaire were at the interval level of measurement and the association between the two variables shall be linear.
3. It was further assumed that class repetition has not been effective and other measures should be developed and practiced in schools so as to reduce or eliminate it.
4. Also, the class repetition intervention strategies vary from school to school leading to varied responses that will be useful in developing the findings of the study.
5. There exists class repetition in public primary schools and the teachers are aware of government policy on its practice.

6. And finally, it was assumed that all the respondents gave their true views about class repetition intervention strategies.

1.11 Theoretical Framework

The study was guided by the theory of self-efficacy which is based on the belief in one's own ability to effectively accomplish something and was developed by Bandura Albert (1974). The theory informs that people usually desire things they believe they can achieve and won't make an attempt on things they believe they will not be successful and persons with a durable impression of self-efficacy believe they can realize even complex undertakings. They perceive the tasks as challenges to be mastered rather than threats to be avoided (Nikki & Reid, 2003) and it is a task specific that regulates choice, effort and persistence in the face of obstacles. Benson (2010) says that Self-efficacy theory predicts that highly efficacious people will choose to participate in tasks often, spent more effort on challenging tasks and persist more in the face of difficulty. Low perception of self-efficacy leads to task avoidance, passivity, lack of task engagement and an acceptance that failure is inevitable [CITATION Ben10 \l 1033].

Class repetition in public primary schools' education indicates lack of efficiency as a result of factors that act upon the teaching and learning process in the school. The theory of self-efficacy builds an aspect of effectiveness that teachers, head teachers and even pupils have to embrace for there to be an efficient flow of pupils from one class to the other. Teachers are the active persons who implement the curriculum and their belief in their efficacy will enable intervention strategies to be developed and implemented. The

choices of intervention strategies could be implemented by teachers with the support of head teachers and pupils and some training for them to be able to teach. Thompson and Webber (2010) say that teacher efficacy is a key driver in teacher effectiveness and should be included in any focus on interventions strategies that schools wish to implement. Intervention strategies are built on positive self-efficacy beliefs by teachers and school head teachers. Teachers need and want practical activities that address their genuine needs in the classroom, make them better teachers and that which improves pupil outcomes.

As cited by Benson (2010), self-efficacy theory was used to study teachers' perception on pupil performance and found out that there is need for teachers to understand that any intervention is faced by challenges that are useful. Thompson and Webber (2010) in citing the theory of self-efficacy concluded that it is relevant in studying school leadership and change. The theory of self-efficacy was utilized in this study on the understanding that class repetition in public primary school education in Kenya is a challenge that both teachers and head teachers need to develop intervention strategies. Most intervention strategies can be viewed as tasks that need to be accomplished and with the desire to achieve. Teachers and head teachers are capable of putting effort, making the choices of intervention strategies and being persistent even in situations of difficulties. The teachers can work as a team and be motivated by the head teacher who provides leadership. The belief in their abilities to perform tasks enhances the development and implementation of class repetition intervention strategies in public primary schools.

In the study, the independent variables were the pupil characteristics, pupil academic performance, teacher intervention strategies, head teachers' transformational leadership and government policy. The dependent variable was class repetition. In the framework, there is a positive interplay which gives a positive outcome. The theory fitted the study since for any effective education, reduction of class repetition by stakeholders is paramount.

Self-efficacy theory spells out the belief in persons about tasks and their ability to do them. A change in teacher's belief brings a big change in their teaching beliefs and understanding of their pupils' achievement levels and each pupil's needs for instructional modifications to promote academic progress. The shift in teachers' attitude emerging from changing beliefs about education and that all pupils are capable of achieving high standards when they receive effective instruction may influence intervention strategies on class repetition. This theory therefore, suited the study has it enabled the identification of interventions strategies.

In the context of class repetition intervention strategies in primary school education in Kenya, the teachers and head teachers need to have self-belief, view it as a task, make choices, put effort and be persistent in the face of challenges. Teachers and head teachers' belief in one's own ability to effectively accomplish something is the basis of any intervention strategies regarding class repetition in primary school education. The setting of class repetition as a task and challenge being experienced makes them to focus, put efforts through various activities and remaining strong when faced with challenges in the course of implementing the intervention strategies.

1.12 Conceptual Framework

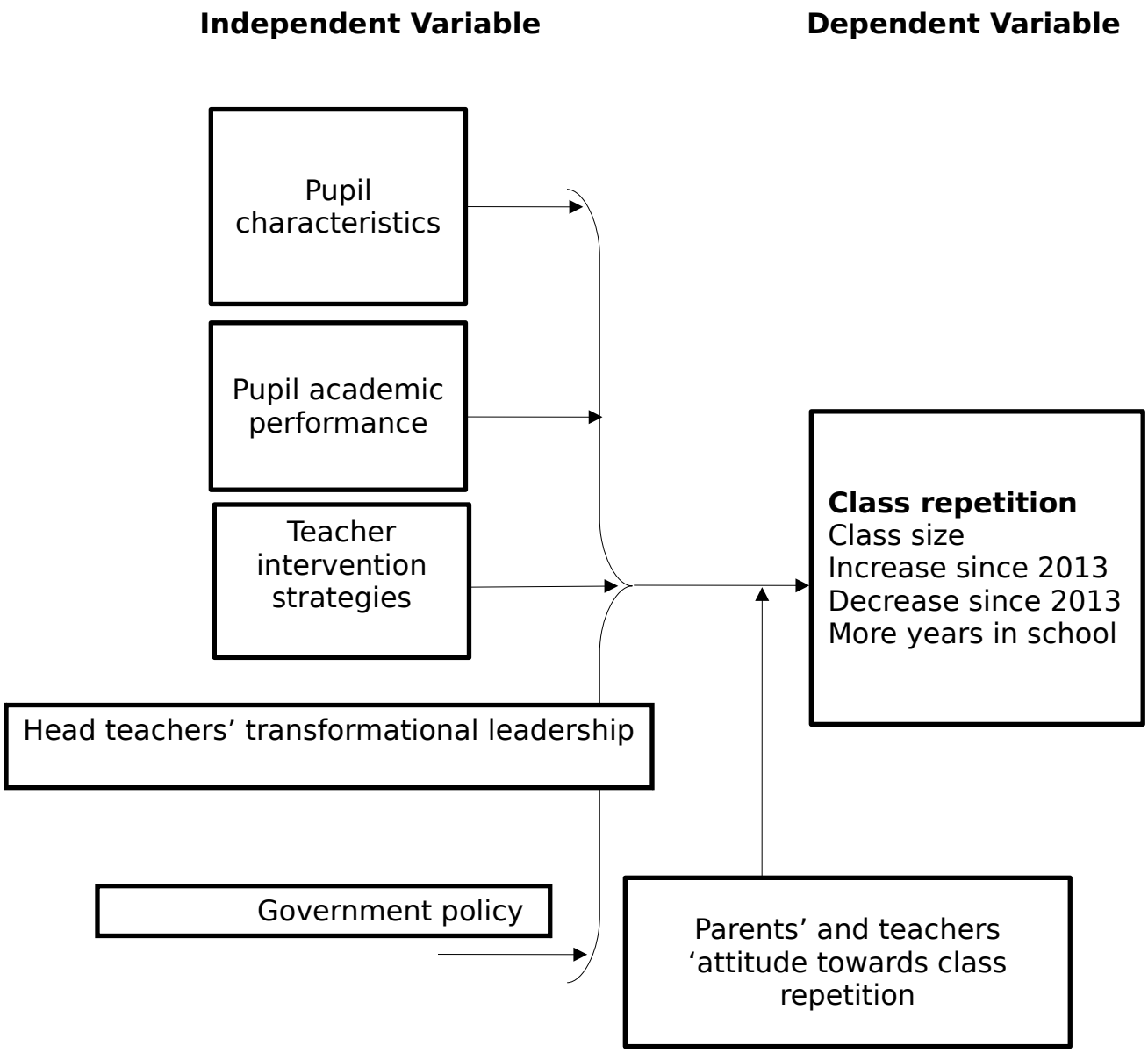

Figure 1: The Conceptual Framework Created by the Researcher (2015)

In the study, the dependent variable was class repetition and the independent variable was the intervention strategies that included pupil characteristics, Influence of pupil academic performance, teacher intervention, head teacher's transformational leadership and government policy. In the study, it was conceptualized that dependent variable can be influenced by the independent variable. The independent variable was studied through the objectives of the study that include the pupil characteristics, pupil academic performance, teacher intervention strategies that will mitigate class repetition, the relationship between head teachers' transformational leadership and government policy and class repetition in primary school education. The dependent variable in the study is class repetition which is an occurrence where pupils repeat a class in primary schools in Kenya. The dependent variable was measured using the class size, increase and decrease of the practice since government circular of 2013. The variable is dependent on the intervention strategies that influence it. The intervening variable were; parents' and teachers' attitude towards class repetition and the circular to schools of 2013 on class repetition. It is government policy that a child takes eight years only of primary schooling. This intervening variable is the circular No. MOE/HRS/3/7/4.

1.13 Operational Definitions of Terms

The terms used in this study are defined and confined to the study and are not dictionary definitions.

Class repetition: was used in the study to refer to situation where a primary school pupil is made to continue undertaking his/her studies in same class for another year and doing the same syllabus meant for primary school education in Kenya (Chirombo, 2005, Silberglitt, Appleton, Burns and Jimmerson (2006).

Head teachers' transformational leadership: referred to leadership provision as regards to instructions, motivation, decisions on class repetition and development of school culture (Dubey & Kabra, 2014).

Intervention strategies: was referring to approaches and practices that schools put in practice to address pupils needs for purposes of improving pupils' learning with the aim of reducing or eliminating class repetition in public primary schools in Kenya (Hughes & Dexter, 2011).

Pupil academic performance: referred to the ability of the pupil to perform well in school tests and be able to be promoted to the next class (Wills & Sandholtz, 2009).

Pupil characteristics: referred to demographic characteristics which included age, young for a class (age), gender, academic performance, social economic status (SES), effects of class repetition, reading skills and learning of mathematics. (Bali, Anagnostopoulos & Roberts, 2005, Hong & Yu, 2007).

Primary school education: was used to refer to the education that is provided to pupils who are in standard 1-8 in Kenya under the 8-4-4 system of education.

Teacher intervention strategies: referred to professional development, training, classroom instructions, team building, perception on intervention strategies and participation in implementation of intervention strategies (Johnson, Johnson, Farenga &Ness, 2008).

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The chapter reviews literature on certain aspects of class repetition for purpose of developing the research topic and the research gap. The variables of the study will be identified based on the research objectives. It highlights class repetition in education, interventions in education, characteristics of class repeaters, effectiveness of class repetition, perception of teachers on class repetition, school curriculum, school leadership and class repetition and academic performance and finally a summary of the chapter is done.

2.1 Government Policy on Class Repetition in Kenya

In education, every official action must be backed by a policy which defines the decisions to be made, but it does not make the decisions [CITATION Oko06 \l 1033]. Policy only provides a guide that facilitates the decision-making and educational policies give the direction for educational activities in countries and schools. Further, educational policy development is a shared responsibility and it should be clear from the onset of policy objectives and the intended outcomes [CITATION McC14 \l 1033]. The formulation of education policy sets the stage of implementation which serves the purpose for ensuring that every aspect of the official action, must have a basis. According to Okoroma (2006), educational policies are initiatives mostly by governments that determine the direction and expectations of an educational system in a country.

Educational policy is directed towards increasing the quality of life of a people in any country for the objectives of policy is to satisfy individual needs, community pressure and the need to have educated manpower (Okoroma, 2006). To satisfy this function of policy, educational policy has to be distinct from other policies that government develops and adopts (McConnell, 2014). This implies that educational policies have to be geared towards an implementation strategy within educational institutions and must be rational and purposeful to enable them stand the test of time. Furthermore, policies are designed without prior knowledge of how policy will perform when subjected to multiple and interacting forces that are political, economic or social which shape the implementation process.

McConnell (2014) posits that educational or any other policy, may experience challenges within the implementation stages and may lead to policy failure in most cases. Gacheche (2010) argues that governments throughout the world today, experience periodic policy failure and circumventing such policy failure is a delicate issue for governments. This state arises from several and conflicting goals to satisfy, such as, mismanagement of the policy design. Most polices are emphasized by governments, but they are not backed by research evidence. For any successful policy implementation, there should be evidence on the utilization of the policy in the policy making process in education. It can be concluding that most policy makers, have been interested to the recommendation of educational policies for which there is no seeming evidence of effectiveness in most cases. Oduol (2006) says that an evidence-based approach to policy ensures that

information is gathered, appraised and used to inform both policy making and professional practice. This reduces opinion-based policy making that relies on the discriminating use of evidence or untested views often inspired by political prejudice or impulsive conjecture. There is need for policy in education to be made within the context of research so as to make well-informed decisions about policies, programs and projects and ease the implementation process and eventual success of a policy.

Decision-making in education in Kenya has been steered by a number of policy documents. These include the country's Development Plans and Reports of various Education Commissions, Working Parties and Committees, and from international research sources, such as, the United Nations Children's Emergency Fund, the Japanese International Cooperation Agency (JICA) and the World Bank. Furthermore, the principles and values embodied in international declarations such as, the United Nations Charter of 1946, the Convention on the Rights of the Child, and the Dakar Framework on Education for All, have also been studied and used. Nonetheless, political ideologies and policies have often been used in order to win the electorate and have resulted in major changes in education (Oduol, 2006). Moreover, in some cases, crisis situations, have led to abrupt decisions that have been ineffective and unsuitable to effect reforms in education. "The Kenya Education Sector Strategic Plan 2003-2007" noted that there was scarcity of stated policy priorities, and targets in important areas; and lack of effective participation by stakeholders in the management of the sector; weak sector monitoring and evaluation systems. These have been some of the issues faced in the management of the education sector in Kenya and thus these need to be addressed for the development of an effective and efficient education system (GOK, 2004).

Education in Kenya has been found to have positive impact on human development and attempts have been made since independence to expand and have many children access it (Oduol, 2006). The government since independence has reformed the sector through Commissions, Task Force and Circulars and Signing Global Agreements. For instance, the Ominde commission recommended an end of segregation in education and the Gachati Report recommended free primary education. In a nutshell, these Commissions attempted to develop a roadmap to educational policies in Kenya. Kenya has signed the United Nations Declaration on Human Rights of 1948 and the Jomtien Education for all (EFA) of 1990 indicating the country's commitment to education of its citizens which had an impact on the development of educational policies (Oduol, 2006). The Education for All (EFA) brought drastic changes on access to education in the country as Free Primary Education was re-introduced in January 2003 with the accompanying benefits of access, promotion and transition in basic education. Kenya through its constitution of 2010, provided a commitment to provide Universal Primary Education for all school age going children (Gacheche, 2010).

However, with all these efforts the country experiencing wastage as learners drop out and repeat classes (Bunyi, 2005) arising within a sector which is allocated more than 30% of the national budget. In their report, UNESCO (2005) takes cognizance that Kenya was still facing drop out, class repetition and low transition to secondary schools though there was Free Primary Education in place. The Free Primary Education (FPE) was re-introduced and implemented by the government in 2003 and has put strains on primary

schools and increased disparities in the quality of education offered in various primary schools in Kenya (Chuck, 2009). The FPE as an education policy is seen by many as more of a political strategy than genuine development project in education as it was a political pledge by the National Rainbow Coalition (NARC) in their election campaign. When it was implemented, it faced myriads of problems that eventually contributed to drop out, class repetition and poor transitions to secondary education. Teachers were not motivated as classes were congested and high levels of indiscipline (UNESCO, 2005). Educational policies made within a political framework tend to fail or experience challenges that have consequences as regards quality.

There are educational policies that have failed so far in Kenyan context, such as, the language policy where the use of mother tongue has been in policy documents since 1976 (Bunyi, 2005). When the government revised the curriculum in 2002 and published the language policy in the local media, it sparked controversy as critics viewed the policy as a waste of time in an era of globalization and the use of English in modern technology. The country has been facing policy challenges most of the time as it may not be informed by evidenced-based findings and lack of consultation in policy formulation. Gacheche (2014) argues that for any successful implementation of policy in Kenya, a number of challenges need to be addressed. For McConnell (2014), government has to judge the resources required, feasibility and clarity of goals and measures needed in the implementation process.

Class repetition policies in Kenya have been tied to the international commitments, the Constitution of Kenya 2010 and the Basic Education Act of 2013. Several circulars concerning the occurrence of class repetition have been in place since 1999 where there was banning of class repetition in schools (Circular No. QAS/N/1/22/39). Forced class repetition in schools has been experienced since then and the Cabinet Secretary for Education in 2013, was concerned over the occurrence of class repetition in schools (Circular No. MOE/HRS/3/7/4). Despite these circulars and policy in education as regards class repetition, there is still prevalence of class repetition in primary schools within the context of the Free Primary Education in Kenya. Muricho and Chang'ach (2013) observed that since the attainment of independence, Kenya has attempted to formulate and implement educational reforms, but the recommendations have not served Kenyans adequately. Kenya, therefore might be experiencing policy implementation challenges in certain aspects of education.

2.2 Class Repetition in Education

Class repetition has developed overtime as Brown (2007) in his study point out that its use was widespread in Britain with the introduction of graded classes and was used as a method of correcting academic underperformance. Class repetition depends on the political situation in a country as found out by Roderick and Nagaoka (2005) in their study which pointed to the effect that, politically the implementation of class repetition policy, has had unpredictable history for new government and administrators might maintain the policy or remove it. This is illustrated in the United States by the practice of social promotion which had been in place since 1940s till the introduction of the No

Child Left Behind Act (NCLB) under President Bill Clinton. The law supported the use of class repetition as an intervention strategy for low-performing pupils and bringing an end to social or automatic promotion. According to Lazarus and Ortega (2007), this move of legislation indicated a political decision and government stand on class repetition and a policy directive that influenced on innovation of strategies to improving academic performance among pupils.

Class repetition and social promotion debate is not new in education (Bali, Anagnostopoulos & Roberts2005). Social promotion or automatic promotion is viewed as a choice available, with class repetition being an alternative to those who decide to practice it (Frey, 2005). The debate between the two policies of intervention being based on standardized tests, concerns how repetition or social promotion influences the pupil in the long run. Indeed, proponents of social promotion argue that class repetition practice has diverse outcomes. However, the critics of class repetition argue that previous research findings indicate that class repetition affects the pupil psychologically (Thompson & Cunningham, 2000). Bushra and Qadir (2011) point out that social promotion is a widespread and controversial educational policy found in most countries and spurns from the critics' argument that it can frustrate the unprepared pupils and require teachers to deal with.

Class repetition literature refers it also as retention and was first defined by Jackson in 1975 as cited by Beebe-Frankenberger, et al., (2004). According to him, class repetition is an action for retaining a pupil in the same class level for a succeeding school year.

Furthermore, Silberglitt, et. al (2006) argue that class repetition is a practice of requiring a pupil to remain at his/her current class level the following school year in spite of spending a full school year in that class. From the foregoing therefore, class repetition requires a learner to spend another year in that same class level that he/she had been taught. In the Unites States of America for instance, class repetition is used as an intervention strategy with learners who fail to achieve class level expectations (Beebe-Frankenberger, et al.,(2004). There is an academic performance attachment to class repetition in most countries that enforce it. Learners who are not able to achieve set standards in classroom or state standardized tests are made to repeat. The origin and development of class repetition dates back to the 1850's with the commencement of graded classes and the tests associated with them. Schools began to test learner's intelligence and the standardized testing began to make an influence on schools. The standardized tests were instituted as a means of separating learners based on their performance and class repetition came in handy as an intervention instrument to help low-achieving learners.

With the remarkable prominence of state standardized tests at each class or level of schooling being the measurement of learner accomplishment and criteria to promote, schools and pupils were expected to improve academic performance and pass the tests respectively (Wu, West & Hughes, 2008). Test scores and standardized tests become the basis in which class repetition was decided and as a consequence of standardized tests being the criteria of repeating pupils in a class, more than 70% of pupils have been affected since its inception. According to Frey (2005), by the early 1900s, 50% of all

pupils were retained at least once and 20% of them dropout of school by the class eighth of primary schooling.

The increase in class repetition rates witnessed the emergence of homogeneous groupings within classrooms being promoted allowing presentation of diverse learning materials for high and low performing pupils (Frey, 2005) and this influenced the type of curriculum instructions and pedagogical approaches used by teachers. This supports the reason behind the policy of class repetition as Beebe-Frankenberg, et al., (2004) put it that upon identifying low performing pupils, specialized education support was instituted in schools.

In counter contemporary years, Frey (2005) point out that the emphasis of accountability placed on schools, teachers, pupils and even education officers, has lifted expectations to a higher level and revived the debate on the use of class repetition as an academic intervention strategy. Schools have to perform to the expected standards as an indicator of quality which is measured by the standardized tests whether by state or district level as Wu, West and Hughes (2008) argue that the utilization of testing has led to having schools, teachers and pupils responsible. Furthermore, Bali, Anagnostopoulos and Roberts (2005) affirm that standardized tests are linked with educational accountability while Roderick and Nagaoka (2005) posit that class promotion or inversely class repetition is based principally on standardized test score. The consequence of using standardized test scores as a decision making to promote a pupil to next class has led to decrease in class promotion in most countries (Wu, West & Hughes, 2008). Schools are

placed under pressure not to permit pupils to move to the next class without having mastered the class level prerequisites by doing examinations for that class (Frey, 2005).

Class repetition has become progressively more popular method of correcting poor academic performance. However, in the words of Carol and Wei (2007), class repetition is not a method of correcting poor academic performance, as repeaters are found to show lower academic attainment than those who did not repeat. For Dauber, Entwisle and Alexander (2003), some pupils show an instant improvement in the test scores and achieve proficiency. However, class repetition is an intervention strategy that has attracted mounting analysis as policies, practices and research findings deviate [CITATION Sil06 \l 1033]. The divergence in analysis has created the class repetition debate between those who argue that it is an effective academic strategy and those who point that the practice is ineffective and harmful to the pupils (Lazarus & Ortega, 2007).

2.3 Intervention Strategies on Class Repetition in Primary School Education

From the study done by Hughes and Dexter (2011), intervention is a way of addressing pupils' academic needs in schools. Through the intervention process, pupil academic progress is observed in order to determine which pupils are not meeting the academic benchmarks. The intervention offered enables pupils to make educational growth which will assist them throughout their school years. Intervention provision in schools helps to accurately identify pupils who may need special education or attention and those who are not able to respond may be referred for an evaluation for special education (Mellard, McKnight & Woods, 2009).

For Mellard, McKnight and Woods (2009) in their study on educational intervention, they discussed educational intervention strategies as a development that serves as a dual process for pupils and schools in that it intervenes by trying to counteract long term academic efforts. Therefore, the general objective of educational intervention is not to categorize pupils, but rather to give them what they need to show academic performance. According to Fletcher and Vaughn (2009), failure of a pupil in an assessment or test, does not mean that they are poor academically, but it could possibly be due to poor teaching or poor assessment. Intervention strategies include screening of pupils at risk and providing intervention based on how responsive or unresponsive a pupil is (Mellard, McKnight & Woods, 2009).

The experience of class repetition in primary school witnessed the emergence of homogeneous groupings within classrooms being promoted allowing presentation of diverse learning materials for high and low performing pupils (Frey, 2005). This has influenced the type of curriculum instructions and pedagogical approaches used by teachers. However, according to Silberglitt, et al., (2006), class repetition is an intervention strategy which backs the reason behind the policy of class repetition as Beebe-Frankenberg, et al., (2004) put it that by identifying low performing pupils, specialized education support is instituted in schools.

In the study by Frey (2005), the emphasis of accountability placed on schools, teachers, pupils and even education officers has lifted expectations to a higher level and revived

the discussion on the use of class repetition as an academic intervention strategy between those who argue that it is an effective academic strategy and those who point that the practice is ineffective and harmful to the pupils (Lazarus & Ortega, 2007). Intervention is a way of addressing pupils' academic needs in schools and any educational intervention strategies serve as a dual process for pupils and schools in that it intervenes to try to counteract long term academic efforts (Mellard, McKnight & Woods, 2009). This therefore point to the fact that class repetition and intervention strategies can be combined in a study to analyze the influence of each other. In this study, class repetition is taken as a dependent variable which can be influenced by intervention strategies taken as independent variable.

Whilst there are several effective intervention strategies that can be implemented to assist pupils, the number of approaches that can be used to enhance teacher implementation of these interventions, are not plentiful (Stecker, Lembke & Foegan, 2008). They further suggest that implementing an intervention requires that teachers are supplied with the necessary training before the beginning of the intervention measure in the classroom[CITATION Ste08 \l 1033]. The framework suggests that there are reasons behind class repetition and ways can be developed to ameliorate the problem within the school and are referred in this study as intervention strategies.

Shinn (2007) argues that any intervention strategies are those processes that are beneficial to pupils through classroom instructions they are receiving and for Hawken, Vincent and Schumann (2008), interventions are carried out for pupils with learning difficulties and

provides an appropriate level of prevention. There is therefore, a link between class repetition and intervention strategies for one has to occur for the other to be developed. Class repetition is an occurrence depicting poor academic performance on the part of the pupil and interventions has to be innovated to solve the problem. The interventions are directed to the pupil who is experiencing academic challenges. These views are supported by Shinn, Walker and Stoner (2002) who pointed out that pupils are made to repeat a class because of low academic performance and most experience behavioral challenges or a combination of the two. Therefore, there is a need to have alternatives designed to prevent poor academic performance, address behavioral challenges and reduction of class repetition rates.

Teacher perception about their profession affect the performance of their pupils (Terry, 2011) and Nunn, Jantz and Butikofer (2009) point out that the level of teacher enthusiasm, persistence, initiative, innovation and motivation, has great effect on pupil performance. Kovaleskil (2007), further points out that for effective implementation of any intervention strategy, schools are required to provide targeted, intense and continuous training, collaboration, and support and administrative follow up. While implementing an intervention strategy is a challenge, stakeholders and schools must take note that for any intervention strategy change to be effectively implemented, an inspiring purpose must be developed and all stakeholders working to its success and sustainability. Class repetition is a challenge and stakeholders have to focus on it and effective interventions will only succeed when there is a purpose of remediating poor academic performance which results into class repetition.

Educational intervention decision making, require progress-monitoring data which is of high quality and teachers must understand how to interpret those data to measure a pupil's academic progress. Stecker, Lembke and Foegan (2008) point out that curriculum based management data are the best monitoring data for pupil academic progress and making instructional changes. Teachers need to rely upon collected progress monitoring data to make instructional changes, for the information contained in the progress monitoring data is examined by teachers to evaluate if academic improvement has transpired. The data inspires teachers to change instructional strategies to meet individual pupil requirements at the same time strengthening academic weaknesses and eliminating recorded achievement gaps.

Teachers use progress-monitoring data to distinguish when an intervention is not working and making a decision on how best to adjust their instruction. However, teachers occasionally struggle with entrenching intervention on daily procedures and might, therefore, face challenges on how to ascertain the effects of the pupils' social and physical environment on learning and participation. Teachers need to be able to collect progress-monitoring data accurately, interpret the results correctly and use the results to make informed instructional decisions meant to benefit those pupils who are struggling in performance (Terry, 2011). The reliability of the intervention and instruction can be managed through administrative measures. Teachers require targeted professional development, as well as, developmental and collective evaluations. Professional development through training, will equip the teachers with skills of collecting, analyzing

and interpreting progress-monitoring data. As noted by Stecker, Lembke and Foegan (2008), teachers face challenges involving the use of progress-monitoring data.

Whilst there are several effective intervention strategies that can be implemented to assist pupils, the number of approaches that can be used to enhance teacher implementation of these interventions are not plentiful (Stecker, Lembke & Foegan, 2008). They suggest that implementing an intervention require that teachers are supplied with the necessary training before the beginning of the intervention measure in the classroom. Furthermore, teachers are able to make instructional changes when receiving progress-monitoring data along with discussing with a curriculum tutor and receiving recommendations for making instructional changes. They noted that, using teacher training strategies comprising classroom rehearsal and feedback, occasioned a better intervention as performance feedback provides direct information as regards the accuracy of performance of teachers while in a suitable setting in order to enhance and maintain behavior change. The lack of intervention in education, leads to the need for research to be done in order to reduce the existing gap as indicated by the findings of Stecker, Lembke and Foegan (2008) who pointed that teacher intervention is not plentiful.

Classroom level teachers are the ones responsible for collection, interpretation and the use of progress-monitoring data. According to Luckner and Bowen (2010), there is a significant association between whether teachers use pupil data collection system in numerous approaches and their level of confidence and support in their utilization of the system. Understanding the perceived advantages of an intervention from a teacher

perspective is vital to building and maintaining commitment from the teaching staff in the effort to effectively use an intervention in the classroom. They further noted that teachers have a perception concerning the progress-monitoring data. A change in their beliefs brings a big change in their teaching beliefs and understanding of their pupils' achievement levels and each pupil's needs for instructional modifications to promote academic progress. The shift in teachers' attitude emerging from changing beliefs about education and that all pupils, are capable of achieving high standards when they receive effective instruction.

While there are several types of resources, such as, online programs for identifying appropriate interventions, schools should establish an action plan that identifies these resources and ensures that they are regularly reviewed and updated (Swanson, Solis, Ciullo & McKenna, 2012). Schools should adopt regular teacher training and the application of that training, planning for the teachers being trained and ensure that data is collected on successful implementation after the professional development. Teachers will need professional development opportunities to learn about differentiated instructional methods to use in the primary schools. Stuart, Rinaldi and Higgins-Averill (2011) noted that teachers play active roles in school reform efforts and are responsible for the implementation and success of best practices.

Terry (2011) argues that teacher perception about their profession affect the performance of their pupils. This is supported by Nunn, Jantz and Butikofer (2009) who point out that the level of teacher enthusiasm, persistence, initiative, innovation and motivation, has great effect on pupil performance. Teacher efficacy is a teacher's belief in how one can

influence pupil performance. A high level of teacher efficacy improves teacher perceptions of intervention outcomes. Teacher perception of interventions arises out of concerns about having the necessary time to plan for implementation and their responsibilities to other school duties [CITATION Nun09 \l 1033]. Begeny and Martens (2006) states that the impetus is being placed on school systems to use intervention measures to address academic concerns for all pupils.

It would suit all school stakeholders to recognize that teachers who are the means to deliver the changes, need assistance and direction to pursue these principles. As noted by Kovaleskil (2007) that for any effective implementation of any intervention strategy, schools are required to provide targeted, intense and continual training, collaboration, and support and administrative follow up. While implementing an intervention strategy is a challenge, stakeholders and schools must take note that for any intervention strategy change to be effectively implemented, an inspiring purpose must be developed with stakeholders working towards its success and sustainability.

Danielson, et al. (2007) points that teachers and administrators must be provided with training for purposes of supporting them to implement and sustain an intervention strategy. The training and support provides teachers with a model for instructing and intervening on behalf of pupils to help better their academic achievements. Progress, monitoring and administration of an intervention strategy require high degree of integrity, support and coordinated efforts across all levels of teaching staff and leadership within the school. Glover and Perna (2007) highlight that professional development and training

will only be of significance within the context of a changed school system within which schools' work.

Shinn (2007) on the other hand, is of the opinion that intervention strategies are those processes that are benefiting pupils and ensures that they benefit from the classroom instructions they are receiving. Professional development can influence teachers' classroom practices leading to improved pupil performance. Kratochwill (2007) opined that professional development has greater significance as a link between the teacher skills and the pupil performance index. Therefore, for any improvement in pupil performance which is related to class repetition, high-quality professional development should be effected in the teacher training and in-service training.

Hawken, Vincent and Schumann (2008) point out that interventions are carried out on a pupil who are at risk for learning difficulties and repetition and provides an appropriate level of prevention. It is an academic support that enables teachers and head teachers to assess a pupils' academic flaw and the way to assist for purposes of enhancing academic progress. Intervention strategies should include academic interventions which spread across standard core curriculum designed for pupils to meet state-mandated performance standards. Other academic intervention strategies are those which deal with instructions and entail instructions in small-group settings and more instructional time allocated to content area in which a pupil has difficulty. And finally, a lesson plan which entails the expected individual pupil's specific learning needs.

It is important to assess prevention and intervention strategies that are supported by empirical evidence (Munro 2011). It is very important that one must consider a pupil's developmental, cultural, and linguistic and gender differences among pupils when selecting and implementing any class repetition interventions. It should be noted that there is no intervention strategy that can meet the needs of all pupils. Rather it is important to put into consideration the context and specific needs of all pupils that are affected by class repetition and are receiving the prevention or intervention services. Kratoch will (2007) pointed out that once the needs of the individual pupil or the entire group of repeaters is understood, it is vital for educators to be conversant with specific intervention strategies that are evidence based.

Pupils repeat because of low academic performance, experience behavioral challenges or a combination of the two (Shinn, Walker, & Stoner, 2002). According to them, alternatives designed to prevent academic failure, remediate academic under performance, address behavioral challenges, and reduction of repetition rates, include a range of possible school-wide interventions and instructional strategies. School-wide interventions are the administratively specially made programs that are all encompassing throughout the school. Instructional strategies are direct, teacher-led interventions implemented within the classroom structure and interventions serve a preventive purpose for at risk pupils who have not yet been repeated or as interventions for pupils who have been recommended for repetition.

Pre-school intervention programs are generally to assist at risk pupils before they experience academic under performance through improving foundation essential skills

for consequent academic success. Fundamental literacy skills, pro-social behaviors, and socio emotional development are often stressed in preschool programs. Early childhood intervention programs provide comprehensive educational and family support for pupils from economically challenged families to increase school readiness. Schwartz, Garfinkle and Davis (2002) argue that important information and guidance related to pre-school is important information for guidance related to pre-school which is important to enhancing skills for academic performance, therefore preventing class repetition in the future. The information includes membership, relationships and skills that promote positive outcomes for pupils.

Comprehensive intervention programs in schools, are likely to be successful when they incorporate strategies which promote pupils academic and emotional learning. Comprehensive programs emphasize a systems approach for redesigning schools to avoid academic and behavior challenges through practical instructions and school-wide behavior support (Sugai, Homer & Gresham, 2002). Programs should be developed to strengthen pupil's social and academic knowledge and promote problem solving and conflict resolutions skills. The implementation of comprehensive programs demands a significant commitment by the school administration, parents and teachers through provision of training and resources. However, if these programs are implemented successfully, they may positively lead to reductions in class repetition.

According to Cooper, Charlton, Valentine and Laura (2000), most pupils may benefit from extra instructional opportunities beyond the normal school hours and days in one

academic calendar year. A well designed after school and holiday function, may provide pupils with additional time and contact to master academic material or syllabus for the class. Tuition, or as in the USA summer school programs, focuses on presenting instruction during the holiday months of the academic calendar year. After-school, or extra-hours, provide instruction and support outside the school day, for instance, early morning or Saturday school programs. The holiday tuition and after school programs as an intervention strategy to improve pupil academic performance, should be implemented with important elements found in effective programs. Cooper, et al, (2000) point that giving pupils additional instructions as opposed to repeating them for a year, may lessen the risk of pupils dropping out because of being overage in the class.

There are two important alternative classroom structures that allow more flexibility to tackle the needs of pupils (Nicholas & Nicholas, 2002). Bearing in mind the individual differences in learning and developing, looping and multi-age classrooms, are important alternative classroom structures that gather for the needs of pupils. By looping classrooms, it allows a pupil to spend two or more years with the same teaching, permitting the teacher to provide instruction to meet the needs and support the strengths of each pupil, whereas multi-age classrooms, include pupils of diverse ages and abilities, therefore, permitting each pupil to progress at his or her own rate and to learn from each other. Equally, looping and multi-age classrooms provide teachers with an opportunity to better understand and adapt to individual learning methods of pupils.

Parent involvement through a combination of a parent's attitude towards education and school of the child and willingness to support in creating a home environment that is supportive to doing assignments, are associated with high performance among pupils. Parent involvement is often a vital constituent of broad-based interventions goals at improving pupil academic performance (Slavin & Madden 2001). The addition of a parent component in class repetition intervention may enhance the outcomes of other interventions. It is crucial to put in mind the cultural diversity among parents and the way in which cultural forces may interact with the schools' access. Policy dynamics that support parent involvement, increasing understanding among head teachers, teachers and inviting parent's involvement in all aspects of their pupil's education are proactive strategies that make parent involvement more feasible.

Slavin and Madden (2001) argue that reading is an important skill for knowledge acquisition. Early reading interventions attempt to help pupils' reading before they fall behind and are recommended for repetition. A well-structured early reading program, teaching, phonemic awareness and decoding skills and providing opportunities to practice reading and important instructional approaches is critical in class repetition. It is also vital to consider the needs of diverse pupil population and to set up numerous forms of instructional reinforcement when implementing early reading programs.

Behavior and cognitive adjustment approaches are valuable to reduce disturbing behaviors and to intensify positive classroom behaviors. Behavior adjustment approaches use token support systems and peer or adult monitors, whereas cognitive behavior and the

fundamental cognitions influencing external behaviors. According to Jimmerson, et al (2006), a combination of behavioral approaches, such as, feedback, modeling and reinforcement with cognitive approaches, may be effective to teach approaches, such as, anger control and self-coping. Behavior and cognitive behavior approaches, have overwhelmingly been identified to reduce disruptive behaviors and increase on task classroom behavior, therefore, providing an occasion to increase academic skills and performance.

Munro (2011), says that identifying early help in the lives of pupils as essential and by not giving pupils the right and appropriate support during the early years of schooling, may lead to costly and damaging social challenges in school. Informed, high quality and holistic assessment provide intervention strategies. Regular assessment of social and emotional development, should be undertaken before and during school life and teachers to review the development and be able to identify the need and appropriate intervention strategies to handle the need.

Yeager and Walton (2011), argue that educators should put precedence on finding out whether or not the interventions they reflect on have been shown to be effective through well designed experimental research. Head teachers and teachers should carry out an evaluation by collecting information to assist in a particular decision making, as regards class repetition. It is critical for schools and education administrators to collect evaluation data on implementation and outcomes when a new intervention program is implemented. The formative evaluation data helps to refine the components of the program to make it

work better in a particular school setting and the summative evaluation data helps the schools to consider whether the intervention program is yielding the intended results.

2.4 Characteristics of Class Repeaters

The main predictor to being repeated is low academic performance, especially in reading and mathematics (Wilson & Hughes, 2006). However, low performance correlates to other demographic variables that are important when discussing class repetition. Additionally, they further argued that, repeaters perform poorly in a measure of cognitive reasoning, exhibit social and emotional problems and always experience conflict with teachers. Some educators cite various reasons as support for the use of class repetition in schools[CITATION Abb \l 1033]. Early learning problems reflects the age of pupils and providing another year to develop, increases their learning ability, a view held by early childhood teachers (Xia& Kirby 2009).

Pupils from wealthy neighborhoods are less likely to repeat than pupils living in poverty ridden areas as Kaushal and Nepomnyaschy (2009), point out that those pupils from families with higher incomes are less likely to repeat. Barker and Johnston (2010), argues that socio-economic status (SES) plays a vital role in determining pupil's academic performance, especially in standardized tests. Bali, Anagnostopoulos and Roberts (2005), further say that districts with more revenues repeat pupils because schools with more funding allow pupils to repeat for they are ready to finance the cost of repetition of the pupil. Pupils' demographic characteristics include gender, being minority, low SES, having one parent, young for class (age) and being born to a teenage mother (Hong & Yu, 2007). However, class repetition continues to be applied to pupils

who are from poor SES backgrounds (Wilson & Hughes, 2006, Xia & Kirby, 2009) and to have increased as a consequence of socio-demographic risk factors (Jimmerson, Pletcher, Graydon, Schnurr, Nickerson & Kundert, 2006). The pupils who are likely to repeat are those from lower-socio-economic status (Frey, 2005). Persistent poverty has been related with negative effects on intelligence and school outcomes.

Hong and Raudenbush (2005) argue that majority of pupils who repeat come from parental backgrounds who are characterized as having low Intelligence Quotient (IQ) scores, have little involvement in school and avoid long term educational goals of their parents. Wilson and Hughes (2006), argues that parents whose children do not repeated have a sense of shared responsibility for their children's academic success, as they support their children in doing homework, attend parents and teacher's meetings and are productive in responses to learning difficulties. Lack of parents' involvement (Frey 2005) and indiscipline at home (Greene & Winters 2007) are prevalent in children who repeat in most countries. Range, Kelli and Pijanowski (2009) acknowledges that one of the powerful predictors of class repetition seems to be the attitudes of teachers. Classroom teachers' attitudes about pupils who are not performing well academically influence the chance of pupils being repeated. Teachers provide reasons for recommending class repetition based on low academic achievement, maturity or age and lack of effort by the Pupils.

According to Lucio, Rapp-Paglicci and Rowe (2011), educational achievement, is a result of multi-dimensional factors including family, community, school, peers and the

individual pupil. They contend that a combination of the risk factors shapes the outcome for a pupils' success or failure, which determines whether a pupil held need to be repeated or not. The risk factors include academic expectations, engagement, self-efficacy, attendance and homework completion. Teachers' ability to identify these risk factors and providing support to the pupils who show these factors have the ability to influence the pupils who repeat. These factors affect how pupils learn and perform academically in school. Pupil's lives and academic achievement are shaped by social, family and community factors, as these influence a pupil's risk of repeating, how they will experience the intervention, and the consequences of repeating.

The cultures, languages and habits of pupils are crucial in class repetition (Bali, Anagnostopoulos & Roberts, 2005). Pupils bring into the classroom their diverse cultures, languages and habits associated with their rearing and educational traditions. The cultures of the poor, the middle class and wealthy differ in the ways that influence literacy learning and attitudes towards school. Socio-emotional adjustment and behaviors at school are related to academic performance and contribute to a negative performance path. Moreover, low socio-economic status of families, is frequently linked to poor academic performance and its consequence of class repetition. Language learning at home is affected by family income, as families with income are capable of providing books and intellectual encouragement and support compared to low SES families. Differences in classroom instruction between low and high SES schools also contribute to different classroom instruction. Teachers in schools with low SES are likely to provide less time allocation to instruction than teachers in high SES school backgrounds. Class

repetition is commonly practiced on pupils who are not able to attain the minimum levels established for promotion to the next class. In developing countries, class repetition is prevalent in rural areas. The poor academic performance, mainly measured on subjects and test scores is the main characteristic of pupils who repeat a class.

Suh, Suh and Houston (2007), argues that pupil's classroom behaviors play a very critical part in predicting future success or failure of pupils. The attendance of school regularly, participation in extracurricular activities and completion of school assignment, reduces the chance of poor academic performance. Absenteeism from school has been linked to poor academic performance and eventually class repetition. Pupils who are repeated show a certain lead of immaturity or social behavior problems that can influence their learning (Jimmerson & Ferguson 2007). Family and health related problems that causes a pupil to be absent from school has an influence on class repetition and academic achievement deteriorates when pupils are suspended or expelled (Hong & Yu, 2007). Indiscipline in school, can be detrimental to pupils' academic performance, leading to slow progression in schooling.

Hong and Yu (2008) argue that class repetition is used by majority of schools due to the fact that it is easy to implement. However, for some the reasons are varied as Wilson and Hughes (2006) point to parental factors, especially the social- economic status, as the predominant factor which contributes to class repetition. Jimmerson and Ferguson (2007), argue that class repetition, is mostly used when pupils are lacking academically, but at times the underlying reason, includes immaturity and poor special skills. Bali, Anagnostopoulos and Roberts (2005), argue that forces outside the school system

connected to educational responsibility are behind the increased pupil class repetition in most countries, as schools have been put in situations of high production demand and the quality is based on the academic performance of the pupils. An increase in a woman's education level is important in education decision making among families (Chicoine, 2012). The age and the level of education between the wife sand their husbands, have greater influence on their households income and with such households, chances of children repeating classes is minimal, for they participate in the learning environment of their children.

2.5 Pupil Academic Performance and Class Repetition

Silberglitt, et al., (2006) argue that though class repetition is practiced by majority schools, the pupils who repeat do not experience improved academic performance. On the other hand, Ritzema and Shaw (2012), point out that after a pupil has repeated; there is no significant difference in academic achievement between the repeater and the non-repeater. However, the repeaters are reported to experience significant depression symptoms when compared to those who are not repeaters (Lazarus & Ortega, 2007). Silberglitt, et al (2006), further, argue that class repetition, when practiced in early years of schooling, especially Early Childhood Education (ECD), is to prevent future failure and graduation of pupils who lack basic skills for post-primary school success. Promotion and class repetition, according to Roderick and Nagaoka (2005), has been based on standardized test scores and has limited the educational opportunities for most pupils, especially the vulnerable ones. Those who are repeat, experiences low academic performance (Carol &Wei, 2007) compared to those who are promoted to the next class.

Therefore, standardized testing has become a measure to which to base the class repetition decisions.

The policy of schools, teachers and pupils being held accountable for the academic performance has increased the number of repeaters in schools. Wills and Sandholtz (2009), suggested that policy initiatives aimed at increasing pupil learning are closely linked with an increase on accountability and external control efforts to enhance and ensure quality education in schools. Schools have to be accountable through standardized tests and this may lead to a change in teachers' work to that of assisting pupils to pass their tests. A bloated curriculum and the standards assessments that drive it, make teachers to narrow their instructional techniques (Valli, Croninger & Walters, 2007). The state testing has influences on the classroom instructions as teachers use direct teacher-led instruction with little pupil discussion and less individualized approach. Teachers abandon "best practice" to focus on teacher directed acquisition of the content needed for the tests. Practices of highly effective teachers are to help learners succeed academically, however teachers fall back to traditional approaches to prepare the pupils for the tests.

Diamond (2007), argues that schools with well-defined teacher and pupil expectations influences instructional methods. However, Dooley and Assaf (2009), point out that state mandated tests, have influences on instructional strategies in classrooms. Furthermore, the influence and impact of school and district administrative expectations, have guided classroom instructional practices. Districts hold school administrators and teachers responsible for pupil performance on state mandated tests and this has significantly

constrained teacher mandate over instructional decisions (Wills & Sandholtz, 2009). Teachers have to change instructional methods due to the expectations to have pupils to do well in state-mandated tests and these changes are always at loggerhead with best pedagogical strategies.

Jimmerson, et. al., (2006), argue that the gains in academic performance that a repeater achieves upon being repeated decline two or three years after the repetition. Those who argue for repetition point that repeaters make a significant improvement in their academic performance. However, Hong and Raudenbush (2005), argue to the effect that low performing pupils who repeat learn less than low performing pupils, who are promoted and do not "catch-up" academically to their same-age peers over time. Silberglitt, et al., (2006),further argue that class repetition, does not produce advantages in reading from class one to class eight, as repeaters, when compared to promoted pupils, do not experience either a benefit or deficit in their academic progress during the repeated year. However, schools with higher performance in mathematics, have better overall class repetition rates [CITATION Dif07 \l 1033].

Therefore, in a nutshell, repeating a pupil does not improve academic performance and for any improvement, a good mathematics and reading skills have to be imparted on the learner. When a pupil is repeated, she/he is disadvantaged especially in relation to the peers who are promoted as Carol and Wei (2007), argue that it affects the performance and self-esteem of the pupils who repeat. Most countries have adopted state mandated testing used to measure progress towards academic standards. For pupils to do well in

the state tests, the curriculum has to be aligned to the academic standards and with tests, therefore, narrowing the curriculum, making it focused and consistent to meet the required standards that are to be measured through the tests (Diamond, 2007). Therefore, the state or standardized tests had an impact on the curriculum instruction and its content as testing can impact negatively on the curriculum through a hasty coverage of content rather than a depth study.

State standardized tests cause a reduction in teacher control over instructional decisions according to the study by Wills and Sandholtz (2009) as it puts pressure on teachers to perform their work which is measured through the performance of the pupils. To effectively cover the curriculum, teachers adopt instructional strategies that are more teacher-centered that demand to engage learners (Dooley & Assaf, 2009). The moment instructional practices change from learner-centered to teacher-centered approaches, individual needs of low performers will not be met and this makes them to repeat the class the following year. From a teacher's perspective, pupils who succeed to be promoted to the next class are those who attain certain standards in the standardized tests as they prepare for the state tests at the end of the primary cycle.

Class repetition has been viewed as an intervention strategy for low academic performers. Catherine, John, Kathleen and Melody (2010), argue that poor reading skills play a role in class repetition. Reading is crucial in general academic competence and any remedy of poor academic performance should put this into consideration. Class repetition can only be efficient if remediation strategies are developed that improve the academic skills of

poor performers. The Early Childhood Education (ECD) provides a setting in which early intervention can be identified, especially on reading skills. With early intervention, most high-risk pupils could avoid class repetition in the future (Gormley, Gayer, Gayer, Philips & Dawson 2005). Children who participate in ECD program would receive quality education and may avoid school failure and the negative consequences linked to class repetition [CITATION Gor05 \l 1033]. Gormley, et al; (2005), further point out that the Child's early years are vital for cognitive development and when children of young age are reached early by schools; their longtime development can be maximized and capitalized. Schools should have the ECD as a component in a school system through which early intervention on academic performance can be tackled. Therefore, the ECD is the bedrock on which class repetition strategies can be laid by schools to avoid future poor academic performance.

Brown (2007), says that the discussion over the use of class repetition as a method to better improve pupils' performance has been going on for some time. The evolution of the debate over the issues of social promotion and class repetition has begun. Bali, Anagnostopoulos and Roberts (2005), opine that the debate circumvents the advocates of class repetition and social promotion. The evolution of the debate began over the issues of social promotion and class repetition. Schools were to implement instructions on the curriculum that improves pupils' performance on standardized tests as Day, Elliot and Kingston (2005), argue that teachers and head teachers are being challenged under accountability on pupil's academic performance. Furthermore, Wu, West and Hughes (2008), argue that state standardized test scores are the measurement of pupil achievement as schools and countries expect pupils to pass them for purposes of being

promoted to the next class level. However, Alexander, Entwisle and Dauber (2003) point out those pupils who repeat show an instant improvement and achieve proficiency. On the other hand, Allensworth (2005) and Roderick and Nagaoka (2005), argue that class repetition increases the possibility of the pupil to leave school and persist to perform poorly on the standardized tests. The total rates of pupils repeating each year has increased certainly being influenced by the stress on accountability in schools, teachers and pupils.

Class repetition according to Lazarus and Ortega (2007), is an easy, however, it is not a necessary effective strategy to large and multifaceted problem of academic underperformance. Schools tend to divide and implement class repetition decisions, but they have not proved to be effective in providing solutions to poor academic performance. Class repetition is a popular and comparatively recurrent intervention strategy preferred and applied in public education, in spite of huge evidence indicating that it does not automatically improve academic performance among the repeaters and yet the practice is widespread in public schools (Catherine, et al., 2010).

Class repetition according to Silberglitt, et al., (2006), seems useful to school administrators and others who make decisions concerning the low academic performers. The reasons as to why administrators use class repetition as an intervention strategy are tricky and yet the effects are more easily solved. Class repetition has negative effects as an intervention measure to assist low performing pupils, as pupils who repeat are at a much greater risk of dropping out of school and have poor outcomes at the end of the

repeated school year. Class repetition has detrimental effects in the social-emotional change of pupils especially during their adolescents, as it stigmatizes them (Hong & Raudenbush, 2005). Lazarus and Ortega (2007), argue that psychological and emotional impact of class repetition is paramount and should be considered when formulating policies or ranking administrative decisions for low performers. The view is strengthened by Bonvin, Bless and Schuepbach (2008), who point out that, those pupils who repeat show negative attitudes towards school, through poor class attendance, and inability to adjust socially. Lazarus and Ortega (2007), from their study, hold the view that an effective intervention, is that which the pupils affected, would not be subjected to psychological pain of repeating. However, they further argue that, repeaters are reported to experience significant depression symptoms when compared to those who are not repeaters. The psychological effects of class repetition, is agreed to be related to the mismatch between the needs of learners and the instructional chances provided to them by the teachers. Differentiated instruction is focused on remediation and supporting struggling learners for purposes of improving the academic performance.

Policy makers and testing proponents argue that test based accountability programs hold educators and pupils accountable by raising pupil performance (Brett & Roberts, 2007). Testing programs have been implemented across countries to measure pupil academic performance and school quality. However, Brett and Roberts (2007), further say that some educators, researchers, parents and pupils are not convinced that examinations is the most excellent means to ensure that teaching and learning is taking place. Linn (2000) argues that test scores increase and decrease due to a variety of reasons not

necessarily related to pupil learning. The stress of standardized tests affect teaching practices differently as some teachers say it as positive, while others think it is negative, as it can have an effect on content taught and the instructional methods used. With state tests in force, the active and pupil-centered strategies are not used as the tests drive the curriculum and make teachers to effect teacher-centered instructional methods. For pupils to receive quality educational experiences, they must experience a variety of instructional strategies beyond the teacher-centered approaches, as Manning and Bucher (2005) acknowledges in their work that teaching methods should enhance and accommodate diverse skills and abilities among pupils.

However, the change in emphasis towards specific standards and equivalent assessment has drastically modified the role of testing in schools for teachers and pupils. Sloane and Kelly (2003) argue that the standardized tests help schools to set performance goals, give a focus for the curriculum and reveal academic progress to the public. However, Nicholas and Berliner (2005) state that several results are linked to standardized tests and these impacts include exclusion of low performing pupils from testing. Polesel, Duffeer and Turnbull (2012), further argue that standardized tests should be done on specific classes and rationalized where schools assess pupils using national tests in certain subjects and inform parents about children's progress. Through these standardized national tests, it helps teachers to intervene with conversant with individual learning of their pupils. Schools will be able to identifying their strengths and weakness specifically their teaching programs. Standardized tests can be used to target support and resources in areas that need it most so as to improve academic performance.

From the study done by Johnson, Johnson, Farenga and Ness (2008), it was established that standardized tests contribute to pupil success, as it is used to decide on class promotion, class repetition and graduation and the reputation of schools. Standardized tests has also made teachers to be held accountable in their work as observed by Ball (2008) who point out that standardized testing and accountability among schools, teachers and educators, have shaped and influenced education policy. Suriamurthee (2014) argue that results of standardized tests and national examinations, have been used as a vital indicator for school resource allocation and teacher professional development. Lingard (2010), stated that there is need for educational accountability, especially in situations where teacher accountability, commitment and work ethnic vary across schools. Suriamurthee (2014), further says that standardized tests give public disclosure of school performance reviving school and community enthusiasm restoring schools that perform poorly and inject new policy and teacher synergy to improve the level of performance of pupils.

Linn (2000), observed that the use of standardized tests for school accountability do not create improvement in outcomes and the tests, have not been sufficient for the demands placed on them. However, the National Association of school Psychologists (2003), was opposed to the use of the class repetition as an intervention strategy to help pupils to achieve higher academic standards. Penfield (2010) drew some guidelines to be used when deciding to apply standardized tests and assessment as a criterion in class repetition decision-making. He identified that content should be related to the test and the pupil

having learnt the content before that test. The test should measure the constructs it intends to measure, attain the intended educational goal, have a relation between the scores and quality instruction and should give the pupil the opportunity to demonstrate the knowledge and skills they have mastered. Penfield (2010), further suggested that the test scores should not be attributed to poor instruction, linguistics or instructional content. In addition, he questioned whether the testing led to consequences that are educationally beneficial.

The introduction of the KCPE as a primary class eight level examination in 1985 saw the growth in repetition patterns in primary school in Kenya (Sommerset, 2007). With the eight-year cohort, the schools continued to repeat some of the weak pupils in standard six and standard seven as there is high enrollment in standard seven than eight in most schools (Sommerset, 2007). The Koech Report did recommend that examination puts pressure on teachers leading to more children being repeated as it affects teaching and learning in schools. The Koech Report recommended the abolition of ranking system of schools in the national examination (Sommerset, 2007). However, the Kenya National Examination Council continued to rank schools and pupils in the KCPE by awarding them marks and grades which were used in allocating them to various institutions of higher learning.

In Kenya, there is poor performance in Mathematics at KCPE and consequently it has become a subject of public debate among politicians, teachers, parents, educational experts and stakeholders as was found by the study of Makewa, Role, Too and Kiplagat

(2012). The poor performance according to them is attributed to teacher related factors. The teachers' use of learning material, teaching techniques, teacher preparation, commitment and assessment and evaluation are important for achieving good performance in mathematics. Teachers in performing schools have positive attitude towards mathematics utilizing available resources to improve performance than their fellow teachers in low performing schools.

2.6 Perception of Teachers on Class Repetition and Intervention Strategies in Education

Pupil achievement in schools requires intensive, comprehensive, and multidimensional reforms. Efforts have to focus on making schools more academically excellent by reforming the roles, skills, and outlooks of the teachers who teach or administer in these schools and by improving instructional materials. These efforts also embrace reforms designed to make them more developmentally appropriate for pupils and more caring, personalized, and supportive of the learning environments (Penfield, 2010).

Teachers have an important role in the area of the practice of class repetition (Suriamurthee, 2014). The role of teachers in pupil's academic success and as a decision maker, is extremely important in today's classrooms, as it influences how teachers teach and how pupils learn, indicating whether the teacher is successful. The beliefs that teachers hold influence their perceptions and judgments, which in turn affect their behavior in the classroom. Teacher decisions and actions shape the educational experience of the pupil (Johnson, et al., 2008), though their decision-making is influenced

by a variety of outside factors including; personal educational experience; personal view of educational role; personal value system; learned pedagogy; content knowledge; perception of pupil potential; and external factors especially administrators, school context and government policy. Teachers' beliefs underline their judgment about pupils and influence implementation of school policies; however, teachers are frequently unacquainted on how they make decisions because of the implied nature of the beliefs upon which they base their decisions. Today, teachers bring ideological beliefs with them to school which in the long-run portray policy, behavior, and practice, which in turn affect pupil performance. According to Ball (2008), it is a shared position among teachers that pupils should repeat a class rather than be promoted unprepared for the next class and majority of them believe that repetition is an effective measure for improving pupils' basic skills before moving to the next class.

According to Bonvin, Bless and Schuepbach (2008), teachers are the key decision makers on class repetition process and that most of them are unaware of the research results on class repetition. They have inadequate information on the long-term effects and base their arguments on the immediate results caused by class repetition. Moreover, they perceive class repetition as a successful educational policy for learning improvement. However, some teachers are not supporting the former opinion of class repetition as motivating incentive, but think that by repeating pupils lose self-esteem and that class repetition delays pupils' development. On the contrary, Johnson (2011), observed that teachers over-focus on its short-term benefits that encourage them to make the class repetition decision on the basis of unjustified assumptions. Teachers underestimate pupils' reactions

to repeating as pupils who are the key actors are less involved in the decision making, and moreover, their voices are rarely heard on the issue regarding to class repetition.

Teachers play one of the most influential roles in a decision to repeat a pupil; however, the ultimate decision is made by a team of people including the school head teacher, teachers, and the parents. Throughout the school year, teachers keep parents informed of the pupil's progress and if the pupil is not making adequate progress, the teacher may mention the possibility of class repetition to the parent before the decision is made (Terry, 2011). Teachers think that class repetition is successful and can help a pupil develop in the classroom and teachers continue to view that class repetition is a good intervention. According to Hong and Yu (2007), examining teacher beliefs about class repetition, especially in regards to the reasons for repetition or academic difficulties being demonstrated, can help to understand why teachers make the decisions that they do regarding repeating a pupil in a class. It may be possible therefore to conclude that teachers continue to believe that class repetition is an applicable intervention due to a combination of their beliefs regarding pupil learning and academic failure. Teachers' views regarding the efficacy of class repetition are based on short-term pupil performance and they usually only know of pupil achievement in the immediate years following repetition since many repeaters make some progress, hence, class repetition may appear effective to teachers (Terry, 2011).

Furthermore, teachers normally compare the repeaters achievement, the second time in that class, with the achievement, the first time, which leads to the false conclusions that pupils benefit from class repetition. Moreover, teachers often view class repetition as a

measure of reducing the range of abilities and achievement levels in classrooms for they believe that, a more homogeneous grouping of pupils within a class, allows better use of teaching and learning resources and helps to achieve higher performance. They further point that low-achieving pupils, will be more confident and less frustrated in learning as repetition brings them closer to their peers in terms of academic preparedness (Terry, 2011).

2.7 School Curriculum Instruction and Teacher Intervention Strategies

The idea of evaluating whether the curriculum is attaining the desired outcomes has influenced teachers' instructional practices and decisions (Lloyd, 2007). The evaluation of the curriculum, using the test scores with its associated sanctions and remarks tied on pupils' test scores, has impacted on the instructional practices and the decisions that teachers make on curriculum implementation. In their study of pressure on teachers, Wallace (2002) and Valli, Croninger and Walters (2007) found out that test preparation is likely to become the focal point of classroom teaching in schools and teachers experience intense pressure to illustrate the improvements in pupil academic outcomes. In their study on Perception of Teachers Towards Teaching of Linguistics, Shaver, Cuevas, Lee and Avalos (2007) found out that teachers recognize that state tests policies, have an increasing control on curriculum, instruction and classroom assessment on most occasions and contribute immensely to their professional practices.

There is pupil's declining interest and engagement in reading across all classes (Pitcher, Albright, DeLaney, Walker, Seunarinesingh, Mogge & Dunston, 2007). The declining

interest is as a result of regular mismatch between the needs of pupils who read at different levels and the instructional opportunities provided. Although differentiated reading instruction is recommended in response to learner's needs, its implementation is limited as more attention is given to remediation and struggling learners (Latz, Speirs, Adams & Pierce, 2009). Even if materials are available, pupils are rarely encouraged or guided to pursue them due to lack of teacher time and attention paid to the needs of readers who read well below class level (Reis, McCoach, Muller, & Kaniskan, 2011).Vocabulary learning is a crucial aspect of education as a good vocabulary background helps pupils to build a strong foundation for reading acquisitions, which relates with high academic performance in later school life. They argued that a vocabulary intervention leads to pupils learning more words and oral and written language development. Vocabulary intervention can also be used among low SES children to improve their language development, hence academic improvement and will close the gap between academic success of pupils from low SES and high SES. Early reading skills are important factors in class repetition as pupils who perform well are less likely to be repeated.

Identifying pupils at risk of class repetition is vital in providing an intervention measure. Xia and Kirby (2009), agreed that pupil characteristics such as age, gender and SES background indicates pupils who can repeat classes. These pupil characteristics are influential and significant in class repetition patterns. Teachers have a role to play in identifying pupils who experience academic challenges early enough so that strategies are developed and exercised to assist the challenged pupil to pursue learning in a good

learning environment. The study by Entwisle, Alexander and Olson, (2007), found out that institutions, such as, schools and family are socializing institutions that play important roles in developing pupils' social behaviors. There is an indication that girls are now surpassing boys as parents encourage them to aspire to traditionally male occupations as they comment the progressive academic achievement of the girls. With this development, boys are likely not to improve in their academic performance and made to repeat due to low academic performance. The gender issues determine how parents treat and monitor their children. Boys have more social freedom than girls, placing the boys at high risk as society believes that girls perform better academically due to them being attentive and most disciplined. Parental involvements in their children's academic and social-emotional-development are key institutional interventions that can influence reduction and elimination of class repetition in primary schools.

Xia and Glennie (2005) further argue that some decisions are based on the rationale that the intervention helps to reduce the skill differences between the pupils. Hong and Raudenbush (2005) point that class retention is articulated by those who practice it based on the premises that it improves the teachers' ability to meet pupils' academic needs and that the consideration of class repetition makes pupils and parents to take academics seriously (Roderick & Nagaoka, 2005). Regardless of the presumptions used, a gap between research and practice exists in the beliefs of the public, teachers and policy makers as pertains to class repetition (Xia& Glennie, 2005). Research supported decisions and intervention will have good results on a pupil who repeat or one who is at risk of being repeated. Schools, teachers, parents and education administrators, have a

role to play in the decision-making on class repetition and they should rely on research based intervention strategies.

Teacher education is focused on developing the belief system of teachers influence their attitudes about current issues in education. The assumption among teachers that class repetition increases learning indirectly influences their decisions on class repetition. In their study, Johnson and Howell (2009), found out that changing the beliefs among teachers about class repetition is crucial in getting an intervention measure to class repetition. Issues, like gender, affect teacher's perception of maturity which at times is a factor to boys' class repetition. Majority of pupils who are made to repeat a class are held back with the aim of improving their academic and social skills. Johnson and Howell (2009), further argue that most pupils are made to repeat a class even before they are tested through standardized tests. Pre-service education should work to develop the beliefs of teachers about effective instruction as beliefs play a critical role in the decisions teachers make in the classroom and it is appropriate to understand teacher's perception on class repetition (Xia & Glennie, 2005). Majority of teachers form their belief systems based on previous experiences and influence from peers (Beswick, Sloat & Willms, 2008).

Educators should evaluate class repetition input on three main outcomes; namely academic, socio-emotional and dropping out of school (Brett & Robert, 2007). Burkam, LoGerfo, Ready and Lee (2007), argue that class repetition should not be evaluated using one outcome due to the fact that it discloses pupils on many outcomes. However,

McCombs, Kirby and Mariano (2009) argue that special attention should be put on class repetition efforts on socio-emotional factors and dropping out of school. Class repetition can be reduced in schools if focus is made on identifying pupils who are at risk of being repeating a class and use of research based interventions. McCombs, Kirby and Mariano (2009) and Burkam, et al., (2007), suggest that schools should begin identifying those pupils who are at risk of being repeated early enough by using universal screening assessment. Early screening provides data which can be used by educators to make informed decisions on the affected pupils. The Early screening data can be utilized by the teachers, counselors, instructional aides, administrator and parents.

The decision to repeat a pupil in a class and having the pupil learning the same curriculum and taught using the same instructional techniques will not ensure success. Abbott, et al., (2010) and Burkam, et al., (2007), argue that a pupil who repeats a class should experience different learning instructions and intervention, as teacher beliefs about the repeaters have strong influence on instructional success. School head teachers, should select the classroom which the repeaters get learning instruction. Abbott, et al., (2010), argue further that, because repeaters need plenty of one-on-one instruction, being allocated to classroom of their own, will assist the teachers to provide differentiated instruction.

According to Abbott, et al., (2010), schools should develop a school policy as a problem-solving mechanism for pupils who are repeated. The policy should outline the criteria to be used when a pupil repeats a class and such policy, should have early childhood

screening scores, birth, demographic information, formative assessment and previous teacher's reflections. Schools should begin communicating early with parents whose children might be targeted for class repetition. Throughout the school year, teachers should meet the parents to share and make them aware of the academic concern of their children and to have their input on the planned intervention.

The beliefs that teachers hold concerning class repetition, should not be the only reason to be used to repeat a pupil. A team of teachers should be charged with the responsibility of making recommendation for class repetition. Bonvin, Bless and Schuepbach (2008) argue that such a team will minimize bias as the team will include the head teacher, school counselor, previous classroom teachers and the parents of the pupil. Jimmerson and Ferguson (2007) abide to the fact that before schools make recommendations for class repetition, they should exhaust all possible interventions.

Poor academic performance in Kenya Certificate of Primary Examination (KCPE), results in high class repetition in Kenya as Glewwe, Kremer and Moulin (2008) suggest that most pupils fall behind the official curriculum, as they find it difficult to complete the curriculum. The Kenyan government adopted a centralized form of education and examination at the end of each level of education. At the end of class eight, pupils take a national examination under the Kenya Certificate of Primary Education (KCPE) which is used to determine their transition to secondary school. This national examination has an impact on class repetition as schools promote only performing pupils to next class in order to maintain high mean score on the KCPE examination. Pupils who are not

promoted to next class repeat the class or drop out. The Ministry of Education administers countrywide exams to upper classes in primary schools to measure their understanding of all subjects in the official curriculum that will be tested in class eighth. Schools are judged on average KCPE results giving them little incentive to focus on pupils who will not progress to class eight which leads to high class repetition. Furthermore, teachers do not complete the syllabus and it is a routine in a given year for teachers not to finish the year's syllabus [CITATION Gle08 \l 1033]. The teachers in the next class are not likely to teach the incomplete syllabus of the previous class, but start the syllabus for the new class. This tendency is reinforced by the examinations which cover the undersigned curriculum for that class.

Although most children enroll into primary schools upon the adoption of the Universal Primary Education (UPE) and the Millennium Development Goals (MDGs) in the 1990's, majority left without attaining the minimum proficiency in literally and numeracy (World Bank, 2004). There is an increased concern by government on education quality as poor education outcomes can have detrimental effects (Kasirye, 2009). Further, at the pupil level, low learning performance limits the progression in school and to improve the quality of education, there is need of reduction in class size [CITATION Kor13 \l 1033]. Class size as a measure of school quality, has an effect on learning outcomes among pupils in schools and availability of school infrastructure and teachers, determine the class size in most developing countries and the improvement of the infrastructure improves learning in most schools (Xia & Kirby, 2009).

The role of the head teacher is crucial in decisions of eliminating or reducing repetition rates in Kenya (Achoka, 2007) as she/he is in charge of the available resources that the teachers and pupils access for purposes of learning. In consultation with teachers, school management committees and parents, the head teacher provides leadership those results in the sourcing, harnessing and utilization of resources to yield higher learning outcomes. Class repetition has been linked to low academic outcomes and with proper utilization of resources through prudent leadership, learning outcomes can be achieved. Achoka (2007) further argues that the head teacher acts as an advisor, counselor, initiator and developer in the school system and with these skills he/she can turn around the poor academic outcomes in his/her critical role in educational development.

2.8 Head Teachers' Transformational Leadership

The quality of school leadership is important and is the main ingredient that makes schools successful (Dubey & Kabra, 2014). A dynamic and effective leadership makes a school thrive and unique in comparison with an unsuccessful one. Institutions have stated missions, goals, objectives and values that drive them and the achievement of goals in any educational institution depends on how leadership is effectively exercised in the institution. Day, Eliot and Kingston (2005), opine that, the dynamics in the place of work make known teachers' work commitment, caring and occupational competence. The change in place of work is necessitated by the leadership of the institution embedded in the goals and objectives to be achieved. Teachers play a major role in implementing the curriculum with stated goals that are well defined and articulated by the school leadership.

Transforming schools will make them more efficient and productive which is done through making teachers to accept different teaching techniques as they will realign their professional work to the changing classroom practices and the curriculum (Stuart, Rinaldi & Higgins-Averill, 2011). Stuart, Rinaldi & Higgins-Averill (2011), point that the mentioned approaches will make a difference in teaching and motivating pupils, thus creating effective schools that will produce bright pupils. The school transformational leadership is a condition which encourages the change of school culture that is necessary for school reform and development. School culture is an important factor on pupil motivation to learn and has been a factor behind good academic performance in most schools. School culture, though undefined and difficult to explain, has driven schools to be effective. School culture are the essential patterns of values, belief and traditions in respect to learning and the way they go about their undertakings. School culture gives each school to have differences on the way an emphasis is placed on learning goals, purposes and values. Barret (2009), suggested that schools that emphasize performance goal in learning will be effective, hence production will be high. The school culture impacts on the pupil learning as most pupils recognize that the school value learning, which shapes the goals they adopt for learning leading to quality learning. The school culture becomes a driving force on pupil learning and realization that school want quality in pupil academic performance.

Day, Eliot and Kingston (2005), point out that people within a school environment develop a set of values, beliefs and means of operation that will transcend all influences.

The school environment is a critical aspect in transforming the school to an effective system and a development of a productive school culture emerging. A productive school culture is important in the achievement of the stated goals specifically pupil academic performance. The school environment is related to institutional ideology, shared participation, charismatic leadership and intimacy. The school environment has a stronger teacher motivation and satisfaction which strengthens pupil academic performance. Schools present opportunities for teachers to personalize teaching especially a good pupil-teacher ratio, where teachers know each pupil. Teachers develop teaching and learning instructions geared towards achieving the agreed upon vision and mission of the school, developing curriculum instructions tailored towards pupils and increasing the amount of individualized learning.

Schools that perform poorly in standardized tests require transformation in its leadership as Fullan (2007) in his study argued that low-performing schools require a turnaround leadership for turning around lowly-performing schools to those which are performing to an accepted level measured by pupil achievement on standardized tests. Turnaround intervention combines accountability and capacity-building strategies which shall make schools to improve in their performance. Furthermore, there are several factors that make school leadership turnaround to be efficient. These include; raising expectation, a focus on improving, new or enhanced leadership by head teachers and external intervention. Leadership is the most vital component of a head teacher's success and a good learning environment. Changing schools depends on the leadership provided by the head teacher who understands the procedures and processes that create the environment necessary for improvement in the school. Kelly, Thorton and Daugherty (2005), hold that skilled

leaders precisely envision future needs and empower others to share and implement the vision.

Head teachers should to be able to assess and evaluate the impact and perceptions of their leadership styles. Bali, Anagnostopoulos and Roberts (2005) point out that leadership style, like bureaucracy carries with it a list of values, benefits and the process for making decisions, prioritizing issues and spending time and resources. The type of leadership style, therefore, influences how schools will be transformed in order to be a productive school. Curriculum instructions go hand in hand with leadership style in the school and head teachers' new vision of leadership, guides school planning and decision-making based on a variety of data, tests and school environment. Head teachers by providing leadership, are keen on the nature of institutional practices taking place in their school and have to transform the school through firm understanding of the change process. Interpretation of data, investigation of instructional strategies and selection of appropriate strategies are means which school can realize success in terms of academic performance. Pingle and Cox (2007) suggested that the effect of school leadership emerges as a component in attaining school reforms. Curriculum institutional changes, will only occur with material support and professional development of teachers and improvement in curriculum instruction which will go a long way in improving performance of pupils. Effective school leadership is always associated with improvement, quality instruction and school environment. However, this is related to head teacher's behavior (Bulach, Booth and Pickett, 2006).

School environment consists of diverse characteristics and qualities which include physical and psychological environments, leadership, qualities among the teaching staff and public relations. School environment distinguishes schools and influences members' behavior and their shared values and interpretations of social activities. Bulach, Booth and Pickett (2006) suggested that effective leadership is critical for improving school environment, which is shaped by actions and behaviors of the school head teacher. The National Association of School Psychologists (2003) takes note that a sustainable and positive school environment fosters pupil development and learning necessary for a productive life. Positive learning is linked to school environment through caring connections, positive behavior support and social and emotional learning and head teacher's leadership practices have been linked to school environment and pupil performance. Thus, it would seem that school environment is a salient factor and should be considered in the goal of improving pupil academic performance.

Leading and managing effective schools to respond to the complex demands will take the knowledge and technical skills of committed and competent leaders with a continued focus on the development of teachers' knowledge and skills. All these are emphasized in professionalism as Bulach, Booth and Pickett (2006) opine that teacher professionalism are divided into two; Managerialist and democratic. Managerialist professionalism is individualistic, competitive and externally defined philosophy of teaching and on the other hand, democratic professionalism has faith in collective capacity, use of noticed reflection, concern for the common good and a democratic way of life. These two approaches are fundamental in determining teachers' professional behavior and how one conducts classroom instruction. Professional development therefore is an ongoing process

intended to effect change in teachers' curriculum institutional practices, benefits, attitudes and the way to improve pupils learning outcomes. By aligning instructional practice with standardized tests policy in schools, teachers need to be provided with a variety of opportunities to learn the policy's input on instruction. Teachers need to align their professional development experiences with state or district standards and assessment.

Teacher's involvement in professional development that focuses on a particular instructional methods, may predict their increased use of practices with the learners. The instructional behavior of the head teachers brings a strong improvement in instructions and teaching (Carol & Wei, 2007). The behavior of the head teacher determines the integrating efforts of personnel and utilization of available resources in such a way that it promotes effectively the development of human resources within the school with improved human resource utilization, and material resources being utilized to improve the academic performance of poor learners. School leadership has its basic purposes of improving the school environment and culture that supports or destroys the success of the school. It is prudent therefore, to argue that school leadership can have a direct impact on classroom instruction by teachers which results in the improvement of academic performance of learners who are at risk of being made to repeat a class.

2.9 Summary of the Literature

Class repetition began with the graded classes and was associated with the standardized tests used to promote pupils to the next class and the repeating of non-performers. This practice has affected over 50% of pupils since its inception (Frey, 2005). Class repetition has been depicted as an intervention in itself to academic performance (Catherine et al,

2010). Furthermore, it has impacted on classroom instruction techniques and the reasons behind its use have been contested for it is argued that it does not improve academic achievements (Carol and Wei, 2007). Several studies have dealt on the effects of class repetition (Lazarus and Ortega, 2009) and its harmful effects on the pupil (Hong and Raudenbush, 2005). The debate rages on and circumvent the advocates of class repetition and those of automatic promotion (Bali, Anagnostopoulos and Roberts, 2005). Class repetition is a popular practice among schools (Jimmerson, and Kaufman, 2003) and is widespread (Catherine et al, 2010) and useful to school administrators (Silberglitt, et al, 2006). Its implementation depends on the political will (Roderick and Nagaoka, 2005) but marred by controversy (Bushra and Qadir, 2011). However, there has been no research related to class repetition interventions strategies so far in Kenya.

Intervention is a way of addressing pupils' academic needs in schools (Hughes and Dexter, 2011), and mainly is used to improve academic performance. Interventions have been done purposely to identify pupils who need special education, mainly the challenged ones (Mellard, McKnight and Woods, 2009). Most intervention strategies have been implemented; however, they are not related to class repetition. Studies so far have linked academic performance to class repetition (Kasirye, 2009, Glewwe, Kremer and Moulin, 2007, Makewa, et al, 2012). However, there has been no study so far which have been conducted on class repetition interventions strategies in pubic primary schools in Kenya. This study therefore, intended to identify and indicate utilization of class repetition intervention strategies in order to address the problem of class repetition in primary schools in Kenya. This study hence was intended to fill the existing gap.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter presents research methodology used in the study in order to answer the research questions. The chapter discusses the study area, research philosophy, research design, target population, sampling techniques and sample size, research instruments, validity and reliability, data collection procedure, data analysis and ethical considerations.

3.1 Study Area

Uasin Gishu County is one of the 47 counties in Kenya and Eldoret town is the headquarters. The town serves as the National and County Government's administrative headquarters. Uasin Gishu County is located on a plateau and has a cool climate. The County borders Elgeyo-Marakwet County to the east, Nandi County to the south, Kakamega County to the west and Trans Nzoia County to the north. Uasin Gishu is a Maasai word belonging to the Illwuasin-Kishu clan who inhabited the area before British rule in the 1890's and the 1911 British-Maasai agreement.

The County covers a total area of 2,995.3 km square and has arable land and several distributaries of the Nzoia River. According to the 1999 national population census, the County is inhabited by a cosmopolitan Kenyan population though the Kalenjin are the predominant ethnic group. The County has a population of 894,179 who are sparsely distributed within the six divisions; Ainabkoi, Kapsaret, Kesses, Moiben, Soy and Turbo. Majority of the population are aged between 0-20 years and there is almost gender equity within this age category. Majority of children fall within the schooling years.

This study was conducted in Uasin Gishu County in the Republic of Kenya. The County is divided into three Sub Counties; Eldoret West, Wareng and Eldoret East. It has a County Director of Education and three Sub County Directors of Education and nineteen educational zones. The area of study was chosen because, it is experiencing class repetition at a rate of 4.2 % [CITATION EPD08 \l 1033] and no study so far has been

conducted on class repetition intervention strategies in public primary schools in the county.

3.2 Research Philosophy

Research involves distinct approaches and philosophies that attempt to investigate the nature of scientific inquiry leading to different schools of thought Onwuegbuzie & Collins, 2007). Research approaches and philosophy, have claimed their own epistemological, ontological and axiological opinions about how research in different disciplines should be performed and inferences made (Saunders, Lewis & Thornhill, 2009, Creswell, 2003, Scotland, 2012, Sobh & Perry, 2005). Gelo (2012) argues that research requires a philosophy that provides the basis to the methods and therefore, guides their applications. A researcher should be aware of the philosophical assumptions which guide the research study and these philosophies are planned in the scientific paradigms. Feilzer (2010), observes that a paradigm is an accepted model designating a deeper philosophical position concerning the nature of social phenomena and social structures and how the phenomena is to be investigated (Holden & Lynch, 2012). Therefore, in a nutshell, a paradigm is important in that it is dependable with the researcher's own deductions and the idea behind the paradigm is to decide the extent to which the perceived values and needs fits into the research study. Every researcher is directed by a paradigm based on the philosophical beliefs and fundamentally, replicates a researcher's understanding of the character of existence that is beyond rational debate because each paradigm is comprehensible within its own constructed logic.

Pragmatism when considered as an alternative paradigm, avoids the contentious concerns of truth and reality, accepts philosophically that there are a singular and multiple realities that are open to an observed inquiry and positions itself towards solving practical problems in the real world. Pragmatism allows the researcher to be free of mental and practical constraints imposed by positivists and interpretivists and the selection of a research method or techniques (Feilzer, 2010).Pragmatism philosophy arise from events, circumstances and outcomes rather than precursor conditions (Creswell, 2003). Pragmatism stresses on the research problem and uses entirely methods available to understand the problem. It is concerned with action and change and the relationship between knowledge and action. This makes it suitable as a basis for research approaches intervening into the world and not simply observing the world. According to Feinberg (2009) and Holden and Lunch (2012), a good educational research to pragmatists, is that which arises out of human needs and serves to improve the conditions of the real people. This therefore signifies the role of research in solving human needs as they occur.

The philosophical foundations for Mixed Methods studies proposes its significance for focusing interest on the research problem in social science research and subsequently using mixed approaches to draw knowledge about the problem (Scotland 2012,Giddings, 2006) and endeavor to organize the insights provided by quantitative and qualitative research into practical mix (Johnson & Onwuegbuzie, 2004). Pragmatism assists in identifying how research approaches can be mixed successfully to offer the best expectations for answering fundamental research question. Pragmatists, therefore,

embraces a mixed methods approach to research using both quantitative and qualitative methods.

The mixed methods, as a third methodological development, could have surprising outcomes for future research in the social sciences (Giddings, 2006). Mixing both quantitative and qualitative methods will produce the “best of both worlds”. Pragmatism has gained extensive support as a perspective for mixed methods researchers (Feilzer, 2010, Johnson& Onwuegbuzie, 2004) and it is involved with solving practical problems in the real world rather than on assumptions about the nature of knowledge (Feilzer, 2010). A mixed methods research, studies an incidence that has several layers, through the use of quantitative methods, to measure some aspects of the incidence in question and qualitative methods for others. It integrates the different research methodologies utilized and eventually develops a strategy to achieve reliable integration, providing an enriched grasp of the phenomenon.

In this study, pragmatic philosophy was used to guide the philosophical assumptions of the study. A research paradigm is a way of examining social phenomena from which particular understandings of these phenomena can be gained and explanation attempted (Creswell & Plano, 2011). A research paradigm is a perspective about research held by researchers that are based on a set of shared assumptions, concepts, values and practices. According to pragmatism, a research design should be planned and conducted based on what will best help a researcher answer research questions. Pragmatism as a philosophy

has an influence on the research approaches, the study population, ethical consideration, data collection instruments, data analysis and interpretation [CITATION Fei10 \l 1033].

3.3 Research Design

The study adopted the Concurrent design within the Mixed Methods approach. A concurrent design study in mixed methods approach occurs at the same point in time but they are not independent of each other. The purpose of the mixed methods research, in this study, was to use the triangulation approach, hence a concurrent design being adopted such that the quantitative and qualitative data, can be triangulated and interpreted to provide findings of the study. Creswell, Plano, Gutmann and Hanson (2003) noted that by collecting concurrently collecting quantitative and qualitative forms of data, the researcher gets to contrast both varieties of data to search for compatible outcomes. One compares the themes pinpointed in the qualitative data with the statistical results in the quantitative analysis. Therefore, this study adopted the concurrent design where both quantitative and qualitative approaches were used to collect data and do the analysis at the same time.

Creswell (2003a) points out that a research design is a procedure for collecting, analyzing and reporting the research study. The research designs provide a plan for how to thoroughly conduct a study to meet the study objectives (Creswell, et al., 2003). A research design is embraced by a researcher to provide the instruments of the study from assessing the general philosophical ideas behind the investigation to the detailed data collection and analysis techniques. Creswell (2003a) points out that a researcher brings to

the selection of a research design traditions about knowledge claims and this has arisen out of multiple research approaches that have surfaced in the recent past which researchers have many choices. There are three major frameworks for designing any study; quantitative, qualitative and mixed methods approach and a researcher has to consider the philosophical underpinnings about what comprises knowledge claims, the research strategies and the methods.

The three research approaches structure these elements differently (Creswell, 2003b) and the philosophical ideas must be combined with wide-ranging research strategies and implemented with particular methods. Therefore, a framework is desirable that mixes the elements of philosophical ideas, strategies and methods into the three approaches to research. Given the three approaches, the selection of one approach over another for the design of the study, is defined by the research problem, the involvement of the researcher and the audience for whom the report will be written.

Onwuegbuzie and Leech (2007) say that mixed methods research is a type of research in which a researcher combines elements of quantitative and qualitative research approaches for purposes of scope and strength of understanding and validation. As for Plano, Catherine, Churchill, Green and Amanda (2008), mixed method refers to the combination of both the quantitative and qualitative research and its premise is that the combination provides a better understanding of research problems than either approach by itself. This indicates that mixed methods have an element of combining quantitative and qualitative

research approaches for purposes of scope, understanding, validation and providing strength to a study that other approaches do not.

A mixed methods are a methodology that traverses from a perspective to inferences and it has an orientation toward looking at the social world that vigorously encourages a researcher to participate in a discourse about multiple ways of understanding, making meaning and perspectives on what is important. When considered as a methodology, there is the emphasis of its philosophical underpinnings and their implications on the study. A mixed method comprises the planned collection of both quantitative and qualitative data and the mixture of the strengths of each to answer research questions. In mixed methods studies, a researcher purposely integrates quantitative and qualitative data rather than keeping them separate. The necessity of integration of the quantitative and qualitative data is to maximize the strengths and minimize the weakness of each type of data (Creswell & Plano, 2011).

In addition, mixed methods design is valuable for capturing both the quantitative and qualitative approaches for meaningful generalizations of the findings to the population. A mixed methods study, involves the collection and analysis of both quantitative and qualitative data in a single study in which data are collected concurrently or sequentially. It involves integration of the data at one or more stages in the process of research. A mixed methods researcher can give priority to both quantitative and qualitative research, or emphasize quantitative or qualitative more during the study (Collins, Onwuegbuzie & Qun, 2007).

There are numerous mixed methods research designs in existence and in order to shorten researchers' design choices, numerous typologies have been advanced and they diverge in their levels of complexity. Nevertheless, most mixed methods designs employ time orientation dimensions as their base and in order to select mixed method design, the researcher should choose whether he/she wants to conduct the study concurrently or sequentially. The researcher should make the decision that relates to the purpose of mixing the quantitative and qualitative approaches and decide whether his/her study will do triangulation, complementarity, initiation, developmental or expansion. This study adopted a concurrent approach where both quantitative and qualitative data was collected at the same time and using the same respondents. It mixed both quantitative and qualitative research instruments and performed a triangulation.

3.4 Target Population

The study targeted the 445 public primary schools in Uasin Gishu County. The researcher targeted 3 Sub-County Education Officer, 445 head teachers and 445 class seven teachers as summarized in Table 3.1.

Table 3. 1: Target population

Respondents	Target population
Sub-County Education officers	3
Head teachers	445
Class seven Teachers	445

Parents	100
Total	993

Source: EMIS, Uasin Gishu County (2015)

3.5 Sampling Procedure and Sample Size

For mixed methods to exploit its trustworthiness as a paradigm, it is critical that the challenges of representation, integration, validity and reliability are addressed in the study. These can be dispensed with in selecting a sampling design which includes making decisions about the sampling methods and sample size. Representation can be enriched by ensuring that sampling decisions develop from the research goal and research objective, the rationale of the study and for mixing quantitative and qualitative approaches and the research question (Collins, Onwuegbuzie & Qun, 2007).

In mixed methods research, sampling designs can be classified according to time orientation of the components which determine whether the qualitative and quantitative phases occur concurrently or sequentially and the relationship of the qualitative and quantitative samples (Onwuegbuzie & Leech, 2007). The samples that are selected for the quantitative and qualitative component should generate adequate data pertaining to the phenomenon of interest under study. The data allow thick, rich description that increases descriptive validity and interpretive validity. It allows the researcher to make statistical and analytical generalizations. In this study, both quantitative and qualitative samples were sampled from the population of the study.

Sampling designs in mixed methods research comprises of two major components: sampling scheme and the sample size. The sampling scheme denotes the explicit strategies used to select units, whereas the sample size indicates the number of units selected for the study. In mixed methods studies, the researcher must make the sampling scheme and sample size considerations for both quantitative and qualitative phases of the study (Onwuegbuzie & Leech, 2007).

In simple random sampling, each respondent of the population under study has an equal chance of being selected and the probability of being selected is unaffected by the selection of other respondents of the population (Cohen, Manion & Morrison, 2007). In this sampling technique, every individual in the sampling frame has an equal and independent chance of being chosen for the study. Therefore, in this study, a simple random sampling technique was utilized to select the respondents of the study from the study population who included the Sub County Director of Education, head teachers and class seven teachers from the public primary schools and parents.

In simple random sampling, a researcher selects the cases from the sampling frame randomly to be included in the sample based on their judgment of their possession of the particular characteristics being sought for the specific needs of the research (Cohen, Manion & Morison, 2007). Mixed methods sampling designs can either be sequential or concurrent. A sequential sampling design involves the qualitative phase first being conducted to inform the subsequent quantitative phase or vice versa. A concurrent sampling design is utilized by identifying both the quantitative and qualitative components of the investigation at the same time. Using this design, respondents answer

a questionnaire which is quantitatively analyzed and interview or open-ended questionnaire which is qualitatively analyzed (Onwuegbuzie & Leech, 2007). In this study, the data from the questionnaire was quantitatively analyzed and those from the interview and focus group discussion were analyzed qualitatively based on the thematic approach.

In this study, a concurrent sampling design was adopted where the respondents for quantitative and qualitative sample were selected at the same time for the data collection and analysis which involved a triangulation approach. Using Yamane's sample size formula for proportions (1967) at 95% confidence level, P = 0.05, the sample size was computed as hereunder:

$$n = \frac{N}{1 + N(e)^2}$$

Where;

n = the sample size,

N = the population size,

e = the acceptance sampling error

= $993/1+993\ (.05)^2$

=993/3.23

= 341 respondents

Simple random sampling technique was used to obtain 341 respondents to take part in the study. The sample size in any research is important so has to enhance representation and it is essential to increase the representation in a study. A large sample size in either quantitative or qualitative sample will yield statistical generalization in mixed methods study (Collins, Onwuegbuzie & Qun, 2007). From the target population of 993, the researcher used simple random sampling to select 341 respondents comprising of 137 head teachers, 137 teachers, 64 parents and 3 Sub-County Education officers as summarized in Table 3.2. The study sampled 137 head teachers and 137 class seven teachers from public primary schools.

Table 3. 2: Sample Size

Respondents	Target population	Sample size
Sub-County Education officers	3	3
Head teachers	445	137
Class seven Teachers	445	137
Parents	100	64
Total	993	341

Source: Author, (2015)

The 3 Sub County Directors of Education were sampled for the interview. Further 8 focus group discussion involving parents was used to collect qualitative data and head teachers and class seven teachers answered the questionnaire to obtain quantitative data for the study. The calculated sample size made a representative sample of the population from the study area.

3.6 Research Instruments

In this study, both quantitative and qualitative data collection techniques were used based on the instruments discussed below:

3.6.1 Questionnaire

The major data collection instrument for this study was a questionnaire. A questionnaire was administered to head teachers and class seven teachers of public primary schools in Uasin Gishu County selected for the study. In this research closed ended questions were used to gather data on the demographic information of respondents, enrollments of pupils and the variables related to the study. According to Kombo and Tromp (2006), questionnaires can be used to cover a wide area and there is no bias on the side of the researcher and respondents. The use of questionnaire involves a large number of respondents, and therefore, the results can be made more dependable and reliable hence can be generalized. Respondents have ample time to give data and can be reached at their own convenient time.

3.6.2 Document Analysis

Cohen, Manion and Morison (2007), point out that documents are important in any field of investigation and that the researcher has to identify key issues to get from the document. Document analysis focused on the enrollment status of the schools and information on staffing. Important documents included government data specifically the Education Management Information System (EMIS) which were used in tabulating the primary school enrolment statistics.

3.6.3 Interview

Interviews enable the researchers to discuss their interpretations of the study phenomena in which they live, and to express how they regard situations from their own point of view (Cohen, Manion and Morison, 2007). In this case, the interview is concerned with collecting data about the phenomena. The interview is a flexible tool for data collection, which enable multi-sensory means to be used: verbal, non-verbal and spoken. The order of the interview is controlled by the researcher while still giving space for spontaneity, and the researcher can pursue not only for complete answers but also for responses about complex and deep issues. In brief, the interview is a powerful instrument for researchers.

3.6.4 Focus Group

A focus group is a group interview of about six to twelve people who share comparable characteristics or common interests. The purpose of focus group discussions in research is to gain knowledge about a particular topic or need by interviewing a group of people directly affected by the issue (Krueger, 2000). In this study, eight focus groups were formed involving parents by the researcher to collect qualitative.

3.7 Validity of Research Instruments

According to Bashir, Afzal and Azeem (2008), validity denotes the degree to which data collection instrument measures what it intends to measures. Validity clarifies whether the research accurately measure that which it was intended to measure or how correct the research findings are. Construct validity involves a test to be interpreted as a measure of some attribute or quality that is operationally defined. Content validity deals with the representativeness of the items in a data collection instrument. In order to improve content validity and face validity of the study, the researcher read a wide range of literature on the research topic to be able to have an all-inclusive item related to the study in the research instrument. The data collection instrument was piloted upon approval from the supervisors.

External validity deals with the generalization of the results to the settings and population. In conclusion, validity should show if there is a relationship between the variables under study. External validity seeks to establish the extent to which results of research can be generalized to the study population. To enhance external validity there is need to be explicit rather than implicit about the population to be generalized. The population of this study is specific and to enhance generalization one has to select a sample that is similar as possible to the population as a whole. This was done by choosing the respondents from the study population that was representative.

3.8 Reliability of the Research Instruments

From the words of Cohen, Manion and Morison (2007), reliability relates to the degree of consistency of findings, the dependability over time and the resemblance within a given time period. Reliability is founded on the scores, and performance of any variable generated score. Further, Bashir, Afzal and Azeem (2008), pointed out that reliability refers to the extent to which results are consistent over time and an accurate representation of the total population under study. If the findings of a study can be replicated under similar methodology, the research instruments are considered to be reliable. This indicates that reliability has to do with consistency, dependability and resemblance of research findings from various areas using the same approaches.

Furthermore, the consistency of the questionnaire items score can be determined using the Cronbach alpha and the degree of stability is positively correlated with the degree of reliability (Saunders, Philip & Thornhill, 2009). Because reliability is consistency of measurement over time or stability of measurement over a variety of conditions, the most commonly used technique to estimate reliability is with a measure of association, Cronbach alpha. The reliability coefficient is the correlation between variables or items which measure the same thing in a research instrument. The Cronbach alpha was used to determine reliability for purposes of generalizing the research findings. The correlation values that are closer to 1 indicate higher reliability of the instrument. In this study, an alpha correlation value of 0.70 and above was held as reliable (Onwuegbuzie & Collins, 2007). Reliability was improved in this study by writing items clearly and making the scoring as explicit as possible. Construct reliability tests were conducted on the class repetition and intervention strategies as constructs using Cronbach alpha coefficient test. This was aimed at establishing internal consistency of the items. The values of this test

usually lie between 0 and 1. A Cronbachalpha value of 1.0 is indicative of perfect reliability, that of above 0.70 is regarded as being indicative of good reliability while that of below ≤0.70 may be considered as being low. A summary of the Cronbach alpha tests of this study is shown on Table 3.3.

Table 3. 3: Summary of Reliability test results

Constructs	**No. of cases**	**No. of items**	**Cronbach alpha coefficient**
Class repetition indicators	258	3	0.789
Characteristics of repeaters	258	12	0.870
Class repetition and academic performance	258	7	0.880
Teachers interventions to mitigate repetition	258	12	0.768
Head teacher transformational leadership strategies	258	8	0.882
Government policies	258	10	0.705

Source: Research study, 2015

The results indicate that all the constructs were reliable since they all had Cronbach alpha values of above 0.70. This indicate that the items had a high level of internal consistency as shown in Table 3.4.

Table 3. 4: Overall Model

Reliability Statistics	
Cronbach Alpha	No. of Items
.835	52

Source: research, 2016

3.9. Data Collection Procedures

Upon successful defense of the research proposal and recommendation from the School of Education, Moi University, the researcher sought a permit to authorize the conduct of the research from National Council of Science, Technology and Innovation (NACOSTI). Upon receiving the permit, the researcher reported to the County Commissioner and the County Director of Education office for letters of permission and introduction to the schools. The researcher established a rapport with the relevant respondents and personally administered the questionnaires and thereafter analyzed the data.

3.10 Data Analysis

Quantitative data analysis methods can be categorized as descriptive and inferential statistics. Whereas descriptive statistics summarize how variables of interest are distributed in the sample by describing what the data show, inferential statistics are used

to make conclusions about the data. In this study, descriptive statistics included frequencies, percentages, mean and standard deviation targeting class repetition intervention strategies variable. Statistical tests Pearson Product Moment Coefficient of Correlation (PPMCC) and Multiple Regression was utilized in the analysis of the relationship and prediction between the dependent and independent variables (Rubin & Babbie, 2008).

In this study, the relationship refers to any tendency for the two or more variables to vary consistently. Pearson's Product Moment Coefficient of Correlation is used to measures association between variables in a study and has a statistical value ranging from −1.0 to + 1.0 and expresses this relationship in quantitative form either positively or negatively. The coefficient is represented by the symbol *r*. Multiple Regression analysis was used to predict the specific value of one variable when the values of the other variables are known and is often useful to calculate the effects of two or more independent variables on a dependent variable. Multiple regression analysis in this study, was used to predict and evaluate the relationship between two or more explanatory (independent) variables and an explained (dependent) variable. The Beta weighting (β) gives an indication of how many standard deviation units will be changed in the dependent variable for each standard deviation unit of change in each of the independent variables.

The Statistical Package for Social Sciences (SPSS) version 21 was utilized in analyzing the data and tables arising from the analysis used for presentation within the APA format. Methods of qualitative data analysis include thematic coding and narrative analysis

(Flick, 2009) was used. Qualitative data analysis aims at making sense of the text by searching for themes and patterns in the data (Creswell, 2012). In this study, qualitative data was created in a single comprehensive data set to identify themes (Driscol, Afua, Salib & Rupert, 2007).

Thereafter, the study findings were presented based on the triangulation approach where the quantitative and qualitative results were presented to support each other. The qualitative data collected from the interview and focus group were analyzed thematically. Triangulation was intended to reduce the weakness of each approach in the study. The summary of data analysis is shown in Table 3.5 below

Table 3. 5: Summary of Data Analysis

Objective	Hypothesis	Statistical Test
1.To determine the pupil characteristics that influence class repetition in primary school education	H_{o1}:There is no statistically significant relationship between pupil characteristics and class repetition	Computation of correlation coefficient using the Pearson product moment coefficient to measure the nature and strength of the relationship Computation of frequencies, percentages, mean and standard deviation Multiple regression analysis and Anova output analysis
2. To assess the influence of pupil academic performance on class repetition	H_{o2}:There is no statistically significant relationship between improvement in pupil academic performance and class repetition	Computation of correlation coefficient using the Pearson product moment coefficient to measure the nature and strength of the relationship Computation of frequencies, percentages, mean and standard deviation Multiple regression analysis and Anova output analysis
3.. To establish teacher intervention strategies that will mitigate class repetition in primary school education	H_{o3}: There is no statistically significant relationship between teacher intervention strategies and class repetition	Computation of correlation coefficient using Pearson product moment coefficient to measure the nature and strength of the relationship Computation of frequencies, percentages, mean and standard deviation Multiple regression analysis and Anova output analysis
4.To investigate the relationship between head teachers' transformational leadership and class repetition in primary school education	H_{o4}:There is no statistically significant relationship between head teachers' transformational leadership and class repetition	Computation of correlation coefficient using the Pearson product moment coefficient to measure the nature and strength of the relationship Computation of frequencies, percentages, mean and standard deviation Multiple regression analysis
5. To evaluate the relationship between government policy and		Computation of correlation coefficient using the Pearson product moment coefficient to measure the nature and strength of the relationship

class repetition in primary school education		Computation of frequencies, percentages, mean and standard deviation Multiple regression analysis and Anova output analysis

3.11 Ethical considerations

There is the ethical concern in research that places researchers to strike a balance between the demands placed on them as professional scientists and their respondents' rights and values (Cohen, Manion and Morrison, 2007). Ethical issues emerge from the kinds of problems being investigated and the methods used to obtain valid and reliable data. Each stage in research therefore raises ethical issues (Bashir, Afzal and Azeem, 2008).

Informed consent is the procedure in which individuals choose whether to participate in an investigation after being informed of the facts that would likely influence their decisions. Access and acceptance to the institutions or organizations where the research is to be conducted and acceptance by those whose permission one needs before embarking on the task. The researcher provided the credentials to indicate that he is a researcher. He adhered to the ethical position with respect to the proposed research approved by Moi University for the fulfillment of the requirements for the award of Doctor of Philosophy in education administration. The researcher did adhere to the university research policy, rules and procedures of 2004 and conducted the research professionally. The researcher got written official permission from the County Director of Education and the County Commissioner upon receiving a research permit from the National Commission of Science, Technology and Innovation (Permit No: NACOSTI/P/15/94092/8591) to undertake the research on the target population.

The researcher met the respondents in their schools and explained to them the purpose of the study in detail. Anonymity was ensured by not using the names of the participants. Privacy was ensured by indicating to the respondents their individual right not to take part in the research. Though the researcher knew who has provided the information, the researcher ensured confidentiality by not making the connection known publicly (Kombo and Tromp, 2006, Guest, Bruce and Johnson, 2006).In this study, the respondents were not required to expose their names or those of their institutions during the collection of data. Also during data analysis, the names of the schools were not referred to. This was meant to protect the reputation and images of the schools and respondents in the face of whatever results emerged from the study. The researcher in this study undertook to keep all information availed in good care and use it for the purpose of the study and no deception was used on the respondents.

3.12 Summary of the chapter

This chapter gave an overall view of how the study was conducted, the study area and study target population described. The research philosophy adopted for the study is based on pragmatism which guided the methodology and ethical considerations of the study. Simple random sampling techniques was used to select the sample and sample size of the study calculated. Data was collected using questionnaires, document and interview. Data was analyzed based on descriptive statistics to include frequencies, percentages, means and standard deviation. The Inferential statistics of Pearson Product Moment Correlation and Multiple Regression were used to analyze the data using the SPSS software. Ethical issues adopted regarding the study, are highlighted.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

4.0 Introduction

This study dealt on class repetition intervention strategies in primary school education in Kenya. The study was carried out in public primary schools in Uasin Gishu County. It involved the Sub County Directors of Education, parents, head teachers and class seven teachers within the county. The findings are presented in terms of the response rate, data preparation and screening, demographic characteristics of respondents, characteristics of repeaters, Teachers intervention strategies, Head teacher transformation leadership and Government policies. The findings include both descriptive and inferential analysis results.

This chapter presents the data presentation, analysis, interpretation and discussion of the study findings. Pearson's Product Moment Correlation Coefficient (PPMCC) test was used to test the relationship between the study variables. The Multiple Regression Models were used to investigate class repetition intervention predictor variables. The Statistical Package for Social Science (SPSS) 21.0 for windows, was used to derive descriptive and inferential statistics relevant to the study.

4.1.1 Data Preparation and Screening

The data was prepared for analysis by ensuring that it met the minimum requirements for qualitative and quantitative analysis. The questionnaires were, therefore, checked for

missing values and unfilled parts, as well as, for normality of the distribution. The qualitative aspects were obtained through interview while focus group discussions were organized in emerging themes and triangulated with the quantitative analysis in the discussion of the findings. The findings are based on the mixed method approach of the concurrent design adopted in the study.

4.1.2. Missing data and values

The questionnaires from both the head teachers and class 7 teachers were checked to ensure they had been properly filled and had no missing data or values. This was to ensure reliability of the study findings.

The study sought to get the views on class repetition intervention strategies from 3 Sub-County Education officers through interview and parents by focus group discussion. Eight parent focus group discussions consisting of 8 parents each totaling 64, were used to provide qualitative information on class repetition intervention strategies in primary school education. 137 head teachers and 137 class 7 teachers through questionnaires and out of these, 126 head teachers and 132 class 7teachers filled and returned their questionnaires, representing a 91.2 % and 96.1 % response rate respectively. The reliability of the questionnaire items was established through the Cronbach alpha coefficient test that found $\alpha=0.835$. This was higher than 0.7 as suggested by Onwuegbuzie and Collins (2007) indicating a high level of reliability of the items.

4.1.4 Normality of the distribution

The data was then subjected to further qualitative and quantitative analysis. The results of these analysis, as well as, that of hypotheses tests are presented in sections that follow.

4.2.1 Respondents Demographic Information in the County

This section provides demographic information of the study. It was used as a basis for further analysis of the specific objectives of the study and their findings using descriptive statistics and frequency tables. The demographic analysis was done since it forms the basis of the research topic. Out of 277, a total of 258 responses were received giving a response rate of 93.1%. This study found it vital to determine the distribution of respondents who participated in the study per their strata and Sub County. The respondents were categorized as Sub County Directors of Education, head teachers and class 7teachers in the study. Table 4.1 presents the cross tabulation of the respondents as per their representation.

Table 4. 1:Results of Cross Tabulation of Respondents

Respondent	Frequency	Percent
Head teacher	128	49.6
Class seven teacher	130	50.4
Total	**258**	**100.0**

As shown in the Table 4.1, head teachers constituted 128 (49.6%) and class 7 teachers constituted 50.4% (130) they participated in the study as respondents, indicating a normal distribution in the study. This has a bearing on the eventual results of the study in that intervention strategies involves both the ministry of education officers, head teachers and teachers for any meaningful outcome.

4.2.2 Primary school teachers' Gender

A further analysis of the teachers' gender was determined as shown in Table 4.2 below.

Table 4. 2: Results of Cross Tabulation of teachers' Gender

Gender	Frequency (f)	Percent (%)
Male	1008	61.5
Female	630	38.5
Total	**1638**	**100.0**

Source: research study, 2016

From Table 4.2, it is established that majority of the teachers in public primary schools that were sampled, were male with 1008 (61.5%) while630 (38.5%) were female. It shows that majority of schools have male teachers being in charge of classes and providing teaching to the pupils in public primary schools.

4.2.3 Teachers Education Qualification

The study also identified the educational qualification of teachers who teach in the public primary schools in the county. The results are shown in Table 4.3 below.

Table 4.3: **Teachers Education Qualification**

Educational qualification	Frequency	Percent
Degree	50	3.1
Diploma	280	17.1
P1	1308	79.8
Total	**1638**	**100.0**

Source: research study, 2016

From table 4.3, it is established that majority of teachers have P1 certificate constituting 1308 (79.8%), while those with diploma are 280 (17.1%), whereas only 50 (3.1%) have attained a degree. Level of teacher training is important in understanding intervention strategies regarding class repetition in public primary school education.

4.2.4 Distribution of Respondents by Location in the County

The study sought to establish the distribution of the respondents and Table 4.4below,shows the cross tabulation of the respondents per Sub County.

Table 4.4: Results of Cross Tabulation of the Respondents in Each Sub County

	Frequency	Percent
Eldoret west	111	43.0
Wareng	110	42.6
Eldoret East	37	14.4
Total	**258**	**100.0**

Source: research study, 2016

As seen in Table 4.4, the respondents constituted 111 (43%) in Eldoret West, 110 (42.6%) in Wareng and 37 (14.4%) in Eldoret East. Other respondents of the study who were captured under the interview and focus group discussion in the study included the Sub County Directors of Education (3) and8 focus groups of parents.

4.3.1 Class Repetition Trend in the County

The study was based on class repetition intervention strategies inn public primary school education. The study found it necessary to determine the trend of the occurrence of class repetition in terms of frequency of either increasing, decreasing, class size and more years in school. The results of the cross tabulation are indicated in Table 4.5 below.

Table 4.5: Results of Cross Tabulation of Class Repetition Trend in the County

STATEMENTS	*5* f (%)	*4* f (%)	*3* f (%)	*2* f (%)	*1* f (%)	Mean	SD
Class size increase	75(29.1)	74(28.7)		71(27.5)	38(14.7)	3.259	1.866
Most drop out of school	75(29.1)	155(60.1)		28(10.8)	-	3.833	1.256
More years in school	35(13.6)	148(57.4)	-	75(29.0)	-	3.554	1.050

Note: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, S.D.=Standard Deviation

Source: research study, 2016

From Table 4.5, it is clearly shown that class repetition in public primary schools increases class size with 75 (29.1%) and74 (28.1%) of the respondents strongly agreeing and agreeing respectively. This indicates that class repetition is increasing and Uasin Gishu county experience class repetition within the public primary schools. Also, the study found out that class repeaters drop out of school when they experience class repetition as supported by 155 (60.1%) and 75 (29.1%) of the respondents who agreed and strongly agreed respectively. Most repeaters spent more schooling years when they are repeated as indicated by 148 (57.4%) of the respondents who agreed and 35 (13.6%) who strongly agreed. The increase in class size, dropping out of school and more years of schooling have been associated indicators of class repetition in most studies as found by Silberglitt, et al., (2006). The study further investigated class repetition using document analysis based on the EMIS (Educational Management Information System) of 2014 and

2015 and the following enrolment statistics were established as indicated in Table 4.6 below.

Table 4. 6: Enrolment in Standard 7 and 8 in Uasin Gishu County

Year	Std 5	Std 6	Std 7	Std 8
2014	22984	22819	28406	20385
2015	22050	22814	20360	20517
Total	**45034**	**45633**	**48766**	**40902**

Source: EMIS, Uasin Gishu County

From Table 4.6, it is established that there is class repetition within the county as indicated by enrolment in standard 5 in 2014 and standard 8 in 2015. The Table indicates that there is class repetition in most schools as 22,984 pupils were enrolled in standard 5 in 2014, but in 2015 the same class cohort had 22,814 pupils. This shows that 170 (0.7%) of the pupils who were supposed to be in class 6 in 2015 repeated. Further the data analysis found out that 2459 (10.8%) of pupils in standard 6 in 2014 repeated the same class in 2015 and 7889 (27.8%) repeated class 7 in 2015.The data analysis indicates that 7889 (27.8%)of pupils who were supposed to be in class 8 in 2015 as a result of the enrolment of standard 7 in 2014 repeated the class. This shows that class repetition exists in public primary schools in the County and especially the upper classes.

A further analysis of Kenya Certificate of Primary Education (KCPE) candidature from the same county indicates that the enrolment in class 8 is low as shown in Table 4.7 below.

Table 4. 7: Number of KCPE Candidates from the county

Year	Std 7	No. of candidates (Std 8)
2013	27267	20085
2014	28406	20385
2015	20360	20517

Source: EMIS Uasin Gishu County

From Table 4.7, there is an indication that there is class repetition in upper primary school as shown by the enrolment in class 7 and class 8 since 2013. The class 7 of 2014 were 28406 and when sitting for their class 8, they were 2017 indicating a difference of 7889 (27.77%).

The researcher using the questionnaire was able to determine the existence of class repetition among schools under study. The data on enrolment were solicited using the questionnaire and the data is presented in Table 4.8 below.

Table 4.8: Class Enrolment

Class/Year	2012	2013	2014	2015
Standard 4	5970	6256	5980	6428
Standard 5	6048	6702	6738	6813
Standard 6	6080	6315	6741	6730
Standard 7	6304	7027	6575	6717
Total	**18322**	**26300**	**26034**	**26688**

Source: research study, 2016

From Table 4.8, an analysis of class 4cohort, from 2012 to 2015, shows that there is a practice of class repetition in schools. The enrolment data of the cohort shows that pupils who were enrolled in that class were 5970 in 2012 and by 2015 it was 6717, meaning that class repetition goes up as the class advances to the next class as indicated by 747 class repeaters over a period of four years. Class 5had an enrollment of 6048 in 2012 and by 2014, the same cohort was 6575. Class 6 in 2012 had 6080 pupils, however, in 2013, the class had 7027 pupils. From the above analysis of class enrolment related data, it was established that class repetition occurs in public primary schools in Uasin Gishu County. This shows also that, as a result of class repetition, the class sizes increase at various levels within the public primary schools. The findings from this analysis support those of Silberglitt, et al., (2006) who pointed out that class repetition makes a pupil to spend one more year in a class that one has received teaching instructions.

4.3.2 Most Affected Class by Repetition

The study also sought to establish the most affected class by repetition within the public primary schools in the county. The results of the cross tabulation are shown in Table 4.9.

Table 4. 9: Results of Cross Tabulation of the Most Affected by Class Repetition Occurrence

	Frequency (f)	Percent (%)
Lower classes	64	24.8
Upper classes	194	75.2
Total	**258**	**100.0**

Source: research study, 2016

As shown in Table 4.9, 194 (75.2%) and 64 (24.8%) of the respondents' view that class repetition does occur in upper and lower classes respectively indicating that majority of pupils are repeated in standard five to eight in public primary schools. There is though still an occurrence in lower classes in most schools within the County as shown by the results and this supports the assertion that the country experiences class repetition, especially in class 7 and 8, and therefore, supporting the findings of EPDC (2008).

4.4.0 Characteristics of Repeaters

The presented and interpretation of data on respondents' views in this section attempted to answer the objective one and the null hypothesis one of the study. The objective was to determine the pupil characteristics that influence class repetition in primary school education. The data analysis was set to establish the characteristics of class repeaters for the purpose of understanding pupils who mostly repeat class in public primary school education.

The study used twelve (12) statements as indicators to measure the characteristics of pupils who repeat a class. The results are presented in frequencies and percentages, mean scores and standard deviations as shown in Table 4.10. Each indicator is discussed and the hypothesis and objective of the study analyzed.

Table 4.10: Characteristics of Repeaters

STATEMENTS	*5* f (%)	*4* f (%)	*3* f (%)	*2* f (%)	*1* f (%)	Mean Standard deviation	
They are young to be in the next class	38(14.7)	72(27.9)	36(14.0)	74(28.7)	38(14.7)	2.9921.323	
They become over age for the class	74(28.7)	72(29.9)	38(14.7)	36(14.0)	38(14.7	3.4181.409	
They come from different social economic status	35(13.6)	111(43)	-	74(28.7)	38(14.7)	3.120	1.357
They do perform well in tests upon repeating	35(13.6)	112(43.4)	-	111(43.0)	-	3.2751.156	
They are poor in reading skills	-	184(71.3)	-	-	74(28.7)	3.1391.359	
They are poor in mathematics	-	146(56.6)	37(14.3)	37(14.3)	38(14.7)	3.1271.134	
They are both Boys and girls	73(28.3)	147(57.0)	-	-	38(14.7)	3.8411.260	
Show discipline problems	71(27.5)	75(29.1)		74(28.7)	38(14.7)	3.259 1.866	
Mostly repeat upper classes	74(28.7)	111(43.0)	-	35(13.6)	38(14.7)	3.5731.407	
Most repeaters drop out of school	71(27.5)	149(57.8)		38(14.7)	-	3.8331.256	
Peer group is lost for a pupil/age group upon repeating	-	220(85.3)	-	38(14.7)	-	3.7050.710	
Experience psychological and emotional effects on pupils	35(13.6)	148(57.4)	-	75(29.0)	-	3.554 1.050	

Note: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, S.D.=Standard Deviation

Source: research study, 2016

The results of frequencies, percentages, mean scores and standard deviation from Table 4.10 show that, most of the respondents constituting 74 (28.7%) disagree and 72 (27.9%) agree that, class repeaters are young to be in the next class, while 38 (14.7%) strongly agreed and 38 (14.7%) strongly agreed (mean=2.992, sd=1.323). The data collected in relation to establishing the relationship between age and class repetition was normally distributed. There is a positive relationship between age and class repetition as age should be a considered factor in analyzing the class repetition intervention strategies in schools. The findings concur with those of Jimmerson and Ferguson (2007) and Xia and Kirby (2009) who argue that class repetition is mostly used when pupils are with the underlying reason of being underage.

As shown from the analysis 74(28.7%) and 72(26.9%) of the respondents strongly agree and agree respectively that class repeaters become over age for the class respectively, however 38(14.7%) and 36(12.9%) strongly disagree and disagree respectively. The data indicate a normal distribution as in establishing the relationship between class repetition and over age. Most of the respondents indicate that some of the class repeaters become over age in school as a consequence of repeating a class (mean=3.418, sd= 1.409). This shows that when class repetition is practiced in schools, there is a probability of pupils being over age for learning in particular classes and the entire school life. This finding is also supported by views held by respondents in the interview and focus group discussion who observed that;

> “Most pupils who repeat become overage for the class they repeat and cause problems. As a pupil is repeated, there is a probability that one can spend more years in school making the age of such pupils to go up. Majority, especially boys can be in primary school for many years.”

The findings of the study are supported by those of Hong and Yu (2007), who acknowledges that demographic characteristics, including gender or being young for class (age), may contribute immensely to decisions regarding class repetition in many cases. Further, some educators give various reasons as support of the use of class repetition in schools as indicated by Xia and Kirby (2009) in their studies on class repetition.

Further, data analysis reveal that 111 (43%) and 74 (28.7%) of the respondents agree and disagree respectively, that class repeaters come from different Social Economic Status (SES), while 38 (14.7%) and 35 (13.6%) strongly disagree and strongly agree. There is a relationship between social economic status of a repeater and class repetition indicating that SES factors, play a pivotal role on class repetition among many pupils (mean=3.120, sd= 1.357). There is a highly positive relationship between SES and class repetition, and several factors within the SES, should be put into consideration when intervention strategies on class repetition are being formulated and implemented by government and schools. Most of the respondents observed that SES is a major issue, for it contributes to high class repetition among pupils, though those from lower status seem to be most affected as narrated by this respondent;

> "My neighbors' children have repeated class 8 several times due to lack of fees to join secondary school though they perform well. There are challenges affecting many households in terms of income which makes them their children repeat a class especially, when they have more than two children who do KCPE in the same year."

In their studies on Social Economic Status of most pupils, has an influence on class repetition. Wilson and Hughes (2006) and Xia and Kirby (2009), point out that class repetition continues to be applied to pupils who are from poor SES backgrounds. Several studies indicate that class repetition has increased as a result of socio-demographic risk factors (Jimmerson, Pletcher, Graydon, Schnurr, Nickerson & Kundert, 2006) and pupils who are most likely to repeat a class, are those from lower-socio-economic status (Frey, 2005). Persistent poverty has contributed negatively in the developmental process of most pupils and has affected their intelligence growth and school outcomes. Therefore, the study concurs with previous findings from other studies elsewhere.

The data analysis further indicates that 112 (43%) and 35 (13.6%) of the respondents agree and strongly agree respectively, that pupils who repeat a class do perform well in the tests upon repeating, while 111 (43%) disagree. In establishing the relationship between a repeater performing well, it was found out that there is a strong relationship between class repetition and performance upon repeating (mean=3.275, sd= 1.359). This shows that there is a possibility also of the repeaters not performing well in the tests. Majority of the respondents thought that class repetition improves the performance of the repeater, but also those who disagree were many with 43%. The finding also is supported by the views held by group discussion respondents who held that;

> “Infact, class repetition is tied to performance almost in all schools today. Several schools in our area have been repeating their pupils due to academic related issues. There are instances that pupils who repeat improve their academic performance as most might have done below average due to various reasons, but upon repeating they improve.”

The finding support those of Alexander, Entwisle and Dauber (2003) who pointed out that those pupils who are repeated show an instant improvement and achieve proficiency. Though other findings of Hong and Raudenbush (2005) are contrary to the study findings, as they point out that, low performing pupils who repeat, learn less than low performing pupils, who are promoted and do not “catch-up” academically to their same-age peers over time. Further, Silberglitt, Appleton, Burns and Jimmerson (2006) argue that, class repetition does not produce advantages in reading from class one to class eight as repeaters when compared to those who are promoted who do not experience either a benefit or deficit in their academic progress during the repeated year. They further point out that, though class repetition is practiced by many schools, the pupils who are repeated do not experience improvement in academic performance. They further point out that the gains in academic performance that a repeater achieves upon being repeated, decline two or three years after the repetition. On the other hand, Ritzema and Shaw (2012), found out that after a pupil has been repeated, there is no significant difference in academic achievement between the repeater and the non-repeater. However, those who argue for class repetition point out that, repeaters make a significant improvement in their academic performance.

From the study, 184 (71.3%) and 74 (28.68%) of the respondents agree and strongly disagree respectively, that class repeaters are poor in reading skills. From this, it is established, that there is a high positive relationship between reading skills and class repetition as those whose academic performance is low, repeat a class (mean=3.139, sd=1.359). From the study, it can be argued that reading skills is one of the factors that

should be considered while developing any intervention strategies for class repetition. This indicates that reading skills is a contributor to class repetition and should be put into consideration when analyzing any intervention strategies to mitigate class repetition in public primary schools. The data also shows that the respondents were within the normal distribution demonstrating that the findings are highly significant. The findings of the study are similar to those of Catherine, John, Kathleen and Melody (2010) who found out that poor reading skills play a role in pupil class repetition. Reading performance is fundamental in general academic competence and any remediation of poor academic performance, should put it into consideration. Class repetition can only be efficient if remediation strategies are developed that improves the academic skills of poor performers. Gormley, Gayer, Philips and Dawson (2005) argue that children who participate in ECD program would receive quality education, and may avoid school failure and the negative consequences linked to class repetition, as ECD provides a setting in which early intervention can be identified especially on reading skills. With early intervention, many high-risk pupils, could avoid class repetition in the future.

It was further established that 147 (57%) agreed and 73 (28.35) of the respondents, strongly agreed that class repeaters are both boys and girls, while 38 (14.7%) strongly disagreed (mean= 3.841, sd=1.260). The data indicates that, there is a positive relationship between the pupils' gender and class repetition, as the results show that both boys and girls are affected by class repetition. This finding shows that the pupils' gender be considered when developing intervention strategies for class repetition affect both genders. Intervention strategies should involve strategies that consider gender

orientations in its implementation and the findings concur with those of Hong and Yu (2007),who point that demographic characteristics including gender and being young for class (age) are important in class repetition studies. Besides, Jimmerson, et al., (2006), say that, class repetition seems to have increased as a consequence of socio-demographic risk factors associated with the pupils in primary schools in many countries today. Gender has been an issue as regards school participation as boys and girls experience different situations as a consequence of their gender.

The study further shows that 146 (56.6%) and 38 (14.7%) of the respondents, agree and strongly disagree that class repeaters are poor in mathematics.However,37 (14.3%) fairly agree and 37 (14.3%) disagree (mean=3.127, sd=1.134). There is a high positive relationship between poor performance in mathematics and class repetition as pupils who perform poorly in mathematics have the possibility of repeating a class. Majority of the respondents of the study who were interviewed indicated that repeaters perform poorly in mathematics and any intervention strategy should consider factors relating to improvement of mathematics among majority of the pupils. They observed that;

> "Performance has been linked to class repetition in most cases…. Additionally, most pupils experience challenges academically especially their performance in mathematics. Generally, performance in mathematics has been wanting even when KCPE results are released, the performance is poor across the schools and contributes to repetition for most pupils."

The finding in this study are supported by those made earlier by Slavic and Madden (2001) who noted that repeaters improve in reading skills and mathematics in most cases as schools with higher performance in mathematics have better overall class repetition rates. The findings coincide with those held by Wilson and Hughes (2006) who pointed

out that the main predictor to being repeated, is low academic performance in mathematics. Mathematics is one of the major subjects done in all primary schools in Kenya and any underperformance contributes significantly to class repetition among pupils.

The study also indicates that 75 (29.1%) agree and 74 (28.7%) disagree that class repeaters show discipline problems, while 71 (27.5%) strongly agree and 38 (14.7%) strongly disagree with the statement (mean=3.259, sd=1.866). There is a high positive relationship between discipline and class repetition as most of the repeaters might show discipline problem before or after being repeated. Most of the respondents in the study constituting 66.5% agree and strongly agree that repeaters show discipline problem. This finding shows that discipline is a major concern as one discusses the intervention strategies to mitigate class repetition in public primary schools. The findings are supported by those of Suh, Suh and Houston (2007), Frey (2005) and Greene and Winters (2007) who found out that pupil's classroom behaviors, play a very critical part in predicting future success or failure of pupils. Pupil discipline is measured by indicators, such as, lack of parents' involvement, indiscipline at home, regular attendance of school, participation in extracurricular activities and completion of school assignment. In most cases absenteeism from school has been linked to poor academic performance and eventually class repetition as academic achievement deteriorates when pupils are suspended or expelled (Hong & Yu, 2007). Pupils who are repeated show certain social behavioral problems that can influence their learning (Jimmerson & Ferguson 2007). School discipline can be disadvantageous to pupils' expectations since pupils who

perform poorly academically have fewer opportunities to move forward in their schooling.

In this study, 111 (43%) and 74 (28.7%) of the respondents, agree and strongly agree respectively that most of the class repeaters repeat upper classes, while 38 (14.7%) and 35 (13.6%) strongly disagree and disagree that most pupils repeat upper classes (mean=3.573, sd=1.407). There is a positive relationship between repetition of upper classes and class repetition. This shows that majority of pupils repeat the upper classes as compared to lower classes in primary schools. When developing intervention strategies, focus should therefore be on pupils who are in upper classes, for there can be variations depending on the level which the pupil is in. The finding of the study supports those of EPDC (2008) who found out that most pupils repeat the upper classes.

From the findings, 149 (57.8%) of the respondents agree while 71 (27.5%) of them strongly agree that class repeaters dropout of school. However, 38 (14.7%) of the respondents disagree with the statement (mean =3.833, sd=1.256). The findings indicate a relationship between dropping out of school and class repetition. The study finding show that, class repetition can have negative repercussions on the pupils as majority of the respondents with 57.8% and 27.5% agreeing and strongly agreeing that class repeaters dropout of school. Through focus group discussion, the respondents held the view that, as a result of class repetition, overage pupils drop out of school. The findings concur with those of Allensworth (2005) and Roderick and Nagaoka (2005), who pointed out in their study, that class repetition increases the possibility of pupils dropping out of school due to poor performance in standardized tests. This is further upheld by Bowman (2005) and

Hong and Raudenbush (2005) who found that pupils who repeat, are at a greater risk of dropping out of school. McCombs, Kirby and Mariano (2009) argue that, special attention should be put on class repetition efforts on socio-emotional factors and dropping out of school.

From the study findings, it is further revealed that 220 (85.3%) of the respondents agree, while 38 (14.7%) of them disagree, that peer group is lost for a pupil who repeats a class (mean=3.705, sd= 0.710). This finding shows that pupils who repeat a class shall never be able to have the same cohort in their learning and losing it, might have some negative effect on them. The findings also support those of Hong and Raudenbush (2005) who say that, low performing pupils who repeat, do not “catch-up” academically with their age peers over time. Most of the pupils who repeat a class might not be able to get those who were with them in the same class prior to being repeated.

The analysis further demonstrates that 148 (57.4%) of the respondents agree and a further 35 (13.6%) strongly agree that class repeaters experience psychological and emotional effects upon being repeated, while 29% (75) disagree with the statement (mean=3.554, sd= 1.050). There is high relationship between pupils experiencing psychological and emotional effects and class repetition. The findings indicate that majority of the respondents agree and strongly agree that class repeaters experience psychological and emotional problems as a consequence of repeating a class. Majority of the pupils who repeat a class are affected and may develop mental stress, especially when they are overage as observed by one respondent;

> "Class repetition has caused mental problems to pupils and may not recover for a longtime even if they are in school. Most repeaters tend to drop in performance and lose their friends as some start to molest and laugh at them resulting to withdrawal."

In the study, it was found that pupils experience social-emotional effects when they are made to repeat a class. This finding is similar with those found by Lazarus and Ortega (2007) who stated that repeaters are reported to experience significant depression symptoms when compared to those who are not repeaters and have detrimental effects in the social-emotional change of pupils, especially during their adolescents and stigmatizes them (Bonvin, Bless & Schuepbach Hong & Raudenbush, 2005).

4.4.1The Relationship between Pupil Characteristics and Class Repetition

To determine the relationship between pupil characteristics and class repetition in primary school education, the respondents' means pertaining to pupils' characteristics was correlated with respondents' means pertaining class repetition items. A correlation test was performed and the null hypothesis was tested at 0.05 level of significance. Hypothesis one tested the relationship between pupil characteristics and class repetition to determine if there is any influence of the independent variable on the dependent variable. The hypothesis tested was:

> **H_{o1}**:there is no statistically significant relationship between pupil characteristics and class repetition

A Pearson product moment correlation was conducted based on the pupil characteristics items and class repetition items. Class repetition was measured using class size increase,

pupil spending more years in school and dropping out of school. The test results indicated that there was a moderate significant correlation between the effect of pupil characteristics and class repetition (r=0.586, p=0.000). Pearson's Product Moment Correlation Coefficient test was used to test this relationship. The pupil characteristics were correlated with the class repetition. The results are presented in Table 4.11.

Table 4.11: Results of Pearson's product moment correlation test on the effect of pupil characteristics on class repetition

		Class Repetition
Pupil characteristics	Pearson's Correlation	0.586**
	Sig. (2 -tailed)	.000
	N	258

** Correlation significant at the 0.05 level (2-tailed)
Source: Research study, 2016

The results indicate a moderately strong positive and significant correlation between effect of pupil characteristics on class repetition in primary school education (r=0.586, p= 0.000). The null hypothesis was, therefore, rejected and the alternative hypothesis affirmed. This meant that pupil characteristics positively and significantly affected class repetition in primary school education. This clearly indicates that pupil characteristics were most likely to influence class repetition intervention strategies. This finding is supported by those of Hong and Yu (2007) who pointed out that several demographic characteristics relating to pupils' characteristics influence class repetition in most cases in counties.

4.5.0 Influence of Pupil Academic Performance on Class Repetition

The study used several statements to gauge if pupil academic performance influences class repetition. The results of the respondents are presented in Table 4.12. The data collected in relation to assessing the influence of pupil academic performance on class repetition was found to be normally distributed. From the data analysis of the respondents' views on the relationship between pupil academic performance and class repetition, several findings were established from the study as discussed below.

Table 4.12: Pupil Academic Performance and Class Repetition

STATEMENTS	*5* f (%)	*4* f (%)	*3* f (%)	*2* f (%)	*1* f (%)	Mean	SD
There is Improvement in the academic performance by the repeater	111(43)	110(42.6)	-	37(14.3)	-	4.143	0.993
Repeaters improve in content mastering more than before	38(14.7)	37(14.3)	72(27.9)	111(43.0)	-	3.007	1.080
Repeaters become active in class/participation	-	37(14.3)	35(13.6)	186(72.1)	-	2.422	0.729
No difference between a repeater and non-repeater in academic performance	76(29.5)	-	37(14.3)	113(43.8)	32(12.4)	2.903	1.453
Early class repetition improves basic reading skills and mathematics	111(43)	110(42.6)	-	-	37(14.3)	4.000	1.314
Class repetition has motivated non-performers	76(29.5)	147(57)	-	35(13.5)	-	4.023	0.916
Repetition has improved slow learners	38(14.7)	146(56.6)	-	74(28.7)	-	3.573	1.056

Note: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

Source: research study, 2016

The findings as seen in table 4.12 indicate that, 111 (43%) and 110 (42.6%) of the respondents strongly agree and agree respectively, that there is improvement in pupil academic performance by class repeaters, while 37 (14.3%) disagreed. There is a positive relationship between improvement in the academic performance as class repetition improves academic performance among repeaters. Majority of the respondents 44.3% and 42.6% strongly agree, and agree, to the fact that pupils who repeat a class show improvement in their academic performance (mean=4.143, sd=0.993).concerning class repetition, one respondent observed that;

> "There is slight improvement in performance by the pupils after being made to repeat a class. Truly speaking most repeaters improve, especially those who did not take their school work seriously. When teachers recommend a pupil for repetition with the reason of one not having worked hard, such pupils definitely perform well."

This finding is also supporting the findings of Mellard, McKnight and Woods (2009) and Shinn, Walker and Stoner (2007), who say that, class repetition improve academic performance as majority of those who repeat a class is due to poor academic performance.

Further analysis reveal that 111 (43%) of the respondents disagree and 72 (27.9%) were neutral, that repeaters improve in content mastery more than before, while 38 (14.7%) and 37 (14.3%) of the respondents strongly agree and agree respectively. There is a relationship between content mastery and class repetition. From the respondents, majority 111 (43%) disagree that repeaters improve in content mastery than before (mean=3.007, sd=1.080). General academic improvement is related to content mastery and the finding

concurs with those of Alexander, Entwisle and Dauber (2003) who argued that there is academic improvement among repeaters.

From the study, 186 (72.1%) of the respondents disagree that repeaters become active in class, while 37 (14.3%) and 35 (13.6%) of them agree and were neutral (mean=2.422, sd=0.729). In terms of active participation and class repetition, majority of the respondents' view that repeaters become active in class and this shows that there is a strongly positive relationship between class repetition and being active in class as indicated by respondents. From the study, active class participation is important in improving a pupil's performance and, therefore, mitigating the problem of class repetition. Class active participation can be a motivating factor for a pupil to work hard in academic work thus contributing to general performance. Suh, Suh and Houston (2007), also found out that pupils become active in class and argues that class repetition reduces fear and chances of poor performance among pupils.

The findings further indicate that113 (43.8%) and 111 (43%) of the respondents disagree and strongly agree respectively that, there is no difference between a repeater and non-repeater in academic performance, while 76 (29.4%) strongly agree and 37 (14.3%) neutral (mean=2.903, sd=1.453). The study shows that where there is class repetition, pupils perform almost the same whether one is a repeater or not. It is difficult at times to differentiate in a class a class repeater and one who had progressed into that class. Carol and Wei (2007) found out that, some pupils who repeat develop a tendency to work hard

to improve their academic performance. Class repetition affects academic performance of repeaters and there are no differences in a class comprising repeaters and non- repeaters.

Further, the study reveals that 111 (43%) and 110 (42.6%) of the respondents strongly and agree respectively, that early repetition improves basic reading skills and mathematics, while 37 (14.3%) strongly disagree (mean=4.000, sd=1.314). From the study respondents, it is established that there is a relationship between improvement in mathematics and reading skills and class repetition. Pupils who are made to repeat a class improve in mathematics and reading skills. Mathematics and reading skills have been found to have a crucial role on curriculum. Any improvement in mathematics and reading skills, therefore, can be a major intervention strategy that schools should implemented on class repetition among pupils in schools. The finding in this study are supported by those made earlier by Slavic and Madden (2001) who noted that, repeaters improve in reading skills and mathematics in most cases.

From the study, 147 (56.9%) and 76 (29.5%) of the respondents agree and strongly agree that class repetition has motivated non-performers, while 13.6% (35) disagree (mean=4.023, sd=0.916). There is a positive relationship between motivation of non-performers and class repetition as many of the respondents' view that non-performers are motivated upon being repeated. Motivation is important in any learning situation and pupils need to be motivated to continue learning. Any intervention that ensures that a pupil continues to learn should be implemented by schools and teachers. Carol and Wei (2007) noted that class repetition improve self-esteem among learners who repeat a class.

From the study, 146 (56.6%) agree and 74 (28.7%) disagree that class repetition has improved slow learners, while 38 (14.7%) strongly agree (mean=3.573, sd=1.056). For most respondents, there is a relationship between class repetition and improvement among slow learners. Slow learners are special needs pupils who should be assisted to progress on in their learning and any intervention that can improve them is implemented. Teachers should be able to identify pupils who face difficulties in learning and be able to assist them to improve their academic performance so as to progress in learning. Pupils face a myriad of difficulties and its identification can be used to improve their learning environment. The finding is similar to those of Mellard, McKnight and Woods (2009) and Hawken, Vincent and Schumann (2008) who found out that, slow learners improve due to new approaches by teachers in teaching pupils who experience class repetition.

4.5.1 The relationship between improvement in pupil academic performance and class repetition

To assess the relationship between pupil characteristics and class repetition in primary school education, the respondents' means, pertaining to improvement in pupil academic performance was correlated with respondents' means pertaining to class repetition items. Hypothesis two was used to test the relationship between pupil academic performance and class repletion. The test was aimed at assessing the influence of pupil academic performance on class repetition. A correlation test was performed and the null hypothesis tested at 0.05 level of significance.

The hypothesis tested was:

> **H_{o2}:** there is no statistically significant relationship between pupil academic improvement and class repetition

Pearson product moment correlation was also used to test the hypothesis and found out that that there was a strong and significant relationship between pupil academic improvement and class repetition (r=0.507, p=0.000), therefore rejecting the null hypothesis.

Pearson's product moment correlation coefficient test was used to correlate pupil academic performance and the class repetition. The results are presented in Table 4.13.

Table 4. 13: Results of Pearson's Product Moment Correlation Test on the Effect of Pupil Academic Performance and Class Repetition

		Class repetition
Pupil academic performance	Pearson's Correlation	0.507**
	Sig. (2 -tailed)	.000
	N	258

**Correlation significant at the 0.05 level (2-tailed)

Source: Research study 2016

The results indicated that a moderately strong positive and significant relationship exists between pupil academic performance and the class repetition (r=0.507, p=0.000). The null hypothesis was therefore, rejected and the alternative hypothesis affirmed. This meant that pupils' academic performance, positively and significantly affected class repetition in primary school education. Pupil academic performance has a significant influence on class repetition intervention strategies. The finding concurs with those of

Johnson, et al., (2008) who point out that, academic performance, has been used to make decisions on class promotion, class repetition and class graduation in most countries.

4.6.0 Teacher intervention strategies and class repetition

The study used several statements to gauge if teachers' intervention strategies have mitigated class repetition. The teacher's intervention strategies respondents used a Likert scale of 1: strongly disagree to 5: strongly agree, to answer questions that sought to gauge if teacher intervention strategies had significant influence on class repetition. The data collected concerning the relationship between teachers' intervention strategies and class repetition was normally distributed. The results of frequencies, percentages, mean scores and standard deviations are as shown in Table 4.14.

STATEMENTS	*5* f (%)	*4* f (%)	*3* f (%)	*2* f (%)	*1* f (%)	Mean	S. D
Remediation/tuition to assist low performers	147(57.0)	111(43.0)	-	-	-	4.569	0.496
Pupil-centered approach to instructional decisions	76(29.5)	182(70.5)	-	-	-	4.294	0.456
Early Childhood Education (ECD) is important in reducing class repetition	111(43.0)	147(57.0)	-	-	-	4.294	0.456
Pupils be promoted automatically not based on academic performance	38(14.7)	-	-	220(85.3)	-	2.441	1.065
Teachers' beliefs affect their teaching	38(14.7)	37(14.3)	-	183(70.9)	-	2.728	1.171
Teachers keep parents informed of pupils' progress before decisions to repeat are made	-	182(70.5)	38(14.7)	38(14.7)	-	3.558	0.737
Teachers consider other factors that contribute to class repetition	109(42.2)	111(43.0)	38(14.7)	-	-	4.275	0.704
Teachers should create supporting learning environment	152(58.9)	86(33.3)	10(3.9)	10(3.9)	-	4.472	0.749
Teachers should vary instructional techniques in class where class repeaters are present	92(35.7)	145(56.2)	10(3.9)	-	11(4.2)	4.189	0.863
Grouping of pupils with same abilities builds confidence and help in achieving higher performance	93(36.0)	152(58.9)	13(5.1)	-	-	4.189	0.863
Pupils to use more learning materials contact hours	-	182(70.6)	45(17.4)	31(12.0)		3.585	0.696
Regular professional development required to address new trends in curriculum implementation	160(62.0)	77(29.8)	10(3.9)	-	11(4.3)	4.453	0.916

Table 4. 14: **Teacher Intervention Strategies and Class Repetition**

Note: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, SD=Standard Deviation *Source: research study, 2016*

The study found out that 147 (57%) and 111 (43%) of the respondents strongly agreed and agreed respectively that remediation/ tuition, as a teacher intervention strategy, is important in mitigating class repetition in primary school education (mean=4.569, sd= 0.496). The strong positive relationship between remediation for slow learners as a teacher intervention on class repetition. Tuition/remediation as a teacher intervention strategy, assist in reducing pupils repeating a class, especially slow learners. Slow learners are the majority among class repeaters and special needs approach is required to assist them to perform well academically. The finding indicates that there is a strong relationship between remediation for slow learners and class repetition. This finding is further supported by one respondent who said that;

> "tuition has a big role in improvement of pupils' performance as teachers work to improve slow learners. When teachers identify weaknesses in pupils, they should be left to decide on what to do with them. Improvement among pupils has been realized through extra teaching and schools especially the private ones use tuition to perform well over public schools."

The study finding concurs with those of Copper, et al., (2000) who argue that many pupils benefit from extra instructional opportunities beyond school hours and academic calendar and supported by Nicholas and Nicholas (2002) that classes that have extra school hours are established to assist those whose academic performance is low.

Furthermore, the study reveals that 182 (70.5%) and 76 (29.5%) of the respondents agree and strongly agree that pupil-centered approach to instructional decisions are important to remediating class repetition as a teacher intervention strategy (mean= 4.294, sd=0.456). There is a strong positive relationship between pupil centered approach to instructional decisions and class repetition. As a teacher, related intervention on class repetition, pupil

centered approach to instructional choices, is important for the way teachers teach, may influence the performance of a pupil. Therefore, instructional approaches are important intervention strategies that teachers can use to solve the problem of class repetition in schools. The finding shows that class repetition has been influenced by teacher approach to instructional approaches as found also by Abbot, et al (2010) and Valli, Croninger and Walters (2007).

From the data analysis, 147 (57%) and 111 (43%) of the respondents agree and strongly agree respectively that early childhood education (ECD) is important in reducing class repetition (mean=4.294, sd=0.456). There is a highly positive relationship between Early Childhood Education (ECD) and class repetition. The positive kurtosis and skewness supports the views held by the respondents who agree and strongly agree that ECD is important in reducing class repetition. As a teacher related intervention strategy, ECD is of importance as a foundation of learning in primary schools and later levels. ECD should be taken into consideration when intervention strategies are being developed and assessed. Majority of the respondents hold the view that;

> "Nursery schools are important in developing children for future learning. Look at private schools that have good ECD, children speak good English and Kiswahili very fluently. Our public schools have poor ECD foundation due to lack of teachers and facilities compared to private schools. We are far from them and they perform better in all classes due to good foundation."

The ECD is the basis of primary school education and the finding by Silberglitt, et al (2006) and Gormley, et al., (2005) found out that ECD prevents early class repetition and children receive quality education.

The study further indicates that 220 (85.3%) of the respondents disagree that pupils should be promoted automatically to next class not based on academic performance, while 38 (14.7%) strongly agree (mean=2.441, sd=1.065). There is a negative relationship between automatic promotion not based on performance and class repetition. Majority of the respondents are against promotion for class repetition as a teacher related intervention strategy. Class repetition cannot be solved by automatic promotion without affecting the quality of education.

From the study, 183 (70.9%) of the respondents disagree that teacher's beliefs affect their teaching, while 37 (14.7%) and 38 (14.3%) strongly agree and agree respectively (mean= 2.728, sd=1,171). There is no relationship between teachers' beliefs and class repetition, as teachers' beliefs do not affect their teaching. Therefore, teachers' beliefs about their teaching do not affect the teacher intervention strategies on class repetition. This finding is contrary to what was found by Terry (2011) and Nunn, Jantz and Butikofer (2009) who argued that perception about ones' profession, affect performance.

The findings also reveal that, 182 (70.5%) of the respondents, agreed that teachers inform parents on pupils' progress, before decisions to make them repeat a class are made, while 38 (14.7%) neutral and38 (14.7%) disagreed (mean= 3.558, sd=0.737). There is a positive relationship between teachers keeping parents informed about the progress of the pupil before decisions are made to make to repeat and class repetition. Parents should be informed on academic progress of the child before a decision to repeat a class is made. The study respondents were of the same view;

> "Class teachers regularly invite parents whose children are not doing well in class and advise them that their children repeat to improve for it affects future

> performance if they are promoted with poor performance. Such meetings assist the teacher and parent to assess the problem which contributes to low academic performance."

The finding of the study supports those held by Slavin and Madden (2001) who stated that parental participation assists in understanding the cultural and family background of learners.

From the findings of the study, 111 (43%) and 109 (42,2%) of the respondents agreed and strongly agreed that, teachers consider other factors that contribute to class repetition, while 38 (14.7%) were neutral (mean=4.275, sd=0.704). There is a relationship between other factors and class repetition. The study finding shows that, apart from academic performance of a pupil, teachers have to scrutinize other factors that may have an effect on pupil who repeat a class. There can be several factors within class repetition that need to be studied for conclusive decision to repeat a pupil is done. The finding supports the view that there is interplay of factors in decisions to repeat. The findings of the study are consistent with those held by Lucio, Rapp-Paglicci and Roire (2011) and Johnson, et al., (2008) who argue that class repetition factors are multi-dimensional.

From the study, it was further established that 152 (58.9%) and 86 (33.3%) of the respondents strongly agreed and agreed that, teachers should create supporting learning environment as a teacher intervention strategy on class repetition, while 10 (3.9%) and 10 (3.9) were neutral and disagree respectively (mean= 4.472, sd=0.749). From the study, learning environment, is essential in class repetition and any intervention should consider the learning environment. In essence, most pupils are affected by learning environment and there is need for schools and teachers to create an environment which is conducive

for learning. Therefore, there is a relationship between learning environment intervention strategies and class repetition. This study finding is also similar to those of Shinn (2007), Kratochwill (2007) and Penfield (2010) who found out that teachers need to create classroom instructions, personalized and supporting learning environment for pupils to learn well.

In the study, it was also revealed that 14 (56.2%) and 92 (35.7%) of the respondents agreed and strongly agreed respectively that, teachers should vary their instructional techniques in class where class repeaters are present. However, 11 (4.2%) strongly disagree that teachers should vary instructional approaches (mean= 4.189, sd=0.863). The respondents in this study support the view that teachers need to vary their instructional approaches while teaching classes that have a mixture of repeaters and non-repeaters as supported by majority as indicated by “strongly agree” and “agree” responses. Varying instructional approaches is of importance in class repetition intervention strategies as it assists learners who face different learning difficulties which result in them being made to repeat a class. Teaching techniques have been found to influence learning situation in classrooms. The study supports the findings by Willis and Sandholtz (2009) who point out that variations in teacher instructional techniques are vital in meeting pupils’ expectations.

From data analysis, it is revealed of the findings that 152 (58.9%) and 93 (36%) of the respondents agreed and strongly agreed that, grouping of pupils with same abilities, builds confidence (mean=4.189, sd=0.863). Pupils have varying abilities and grouping them can assist build confidence as they motivate each other and the differences in their

abilities is minimized, therefore, not affecting any of them. In classrooms, there are pupils of different abilities and this can have an effect on those who are slow learners and for effective intervention strategies, teachers should be able to identify pupils with a variety of abilities and grouping them so have different approaches in teaching. The study finding is supported by the findings of McCombs, et al (2009) and Burkam, et al (2007) who point out that when pupils are grouped according to their abilities, they develop confidence and teachers provide instruction activities that assist to improve performance.

From the study, 182 (70.6%) of the respondents agreed that, pupils have to use more time in contact with learning materials so as to improve their academic performance, while 31 (2%) disagreed (mean=3.585, sd=0.696).The findings from the interview and focus group highlighted that;

> "Majority of parents thought that, with government providing textbooks, pupils would improve in their performance. Most pupils don't read even at home due to challenges affecting families especially lack of electricity in rural areas. When pupils fail to read, and do assignments at home, they cannot perform well in class and in a test."

The finding above concurs with those of Pitcher, et al., (2007), Latz et al., (2009) and Reis, et al., (2011)who point out that, with available materials, pupils need to be encouraged and guided to use them by teachers and more time made available for them to meet the needs of the learners. With material contact time improving, pupils will do well above class level requirements in tests.

The study further reveals that160 (62%) and 77 (29.8%) of the respondents strongly agree and agree respectively that regular professional development is required to address new trends in curriculum implementation, while 11 (4.3%) strongly disagree (mean=4.453,

sd=0,916). Teacher related intervention strategies are tied to regular professional training. Teachers need in-service training to be informed of new trends in teaching approaches and situational analysis of their pupils from time to time. Teachers need to be conversant with new curriculum changes and the use of a variety of approaches within their classroom context. Professional development is a panacea of most current issue relating to teaching, pupil psychological development among others; therefore, consideration should be put while developing teacher related intervention strategies as relates to class repetition. Most of the respondents from the focus group argued that;

> "Since college training, most teachers have not gone for refresher courses to assist them handle pupils well. In our area, only very few are said to go for degree, but we have not heard that teachers have gone for a seminar the way secondary teachers go when schools close."

The study finding concurs with the view established by Stuart, Rinaldi and Higgins-Averill (2011), who argued that, professional development is the foundation of reform efforts and implementation of best practices in teaching.

4.6.1 The Relationship between Teachers' Intervention Strategies and Class Repetition

In order to test the third objective of the study, the study formulated the third hypothesis, H_{o3}, which sought to examine the relationship between teacher intervention strategies and class repetition with the purpose of establishing teacher intervention strategies that need to be practiced to mitigate class repetition at 0.05 level of significance which stated that:

H_{03}: There is no statistically significant relationship between teacher intervention strategies and class repetition

Pearson product moment correlation was used to test the hypothesis to establish if there is any significant relationship between the two variables of the study. The results indicated that there was a relationship between teacher intervention strategies and class repetition which was significant (r=0.721, p=0.000).The null hypothesis was rejected and the alternative hypothesis was affirmed.

Pearson's Product Moment Correlation Coefficient test was used to correlate the teacher intervention strategies with the class repetition. This was done in an effort to establish the correlation between the two variables and the strength and direction of that relationship at 0.05 level of significance and the results are presented in Table 4.15 below.

Table 4.15: Results of Pearson's Product Moment Correlation Test on the Effect of Teacher Intervention Strategies on Class Repetition

		Class repetition
Teacher intervention strategies	Pearson's Correlation	0.721**
	Sig. (2 -tailed)	.000
	N	258

** Correlation significant at the 0.05 level (2-tailed)
Source: Research study 2016

The results of the correlation test indicated that teacher intervention strategies positively affected class repetition ($r = 0.721$, $p= 0.000$). The null hypothesis was, therefore, rejected and the alternative hypothesis was affirmed. This meant that teacher intervention strategies positively and significantly affect class repetition in primary school education. This finding is supported by that of Nun, Jantz and Butikofer (2009) who argued that, teacher perception of any intervention, influences their innovation, initiative, enthusiasm and motivation which has an effect on the pupil's academic performance. Teachers are the core implementers of the teaching of pupils and their contribution is important in the enhancement of learning and intervention as regards pupils who face academic challenges. Lloyd (2007) says that teachers have influence on curriculum instructional practices and how to prepare pupils for tests (Walters, 2007).

4.7.0 Head Teacher Transformational Leadership Intervention Strategies

The study sought to investigate the relationship between head teachers' transformational leadership and class repetition. This was deduced from the reviewed literature that suggested that the quality of school leadership is important and is the main ingredient that makes it successful (Dubey & Kabra, 2014). A dynamic and effective leadership makes a school or an organization thrive and unique in comparison with an unsuccessful organization. Institutions have stated missions, goals, objectives and values that drive them and the achievement of the goals in any educational institution depends on how

effectively leadership is exercised in the institution. Dynamic leadership is a factor behind improved academic performance in many institutions of learning across the globe.

The results of the analysis are shown on Table 4.16. The data collected in relation to establishing the relationship between head teachers' transformational leadership and class repetition was normally distributed. The results confirmed that, head teachers' transformational leadership affects class repetition.

Table 4. 16: Head Teacher Transformational Leadership Intervention Strategies

STATEMENTS	*5* f (%)	*4* f (%)	*3* f (%)	*2* f (%)	*1* f (%)	Mean	SD
Quality school leadership improves academic performance	169(65.5)	46 (17.8)	22(8.5)	-	21(8.2)	4.325	1.177
Dynamics in head teachers' leadership improves teachers' work commitment and competency	147(57.0)	71(27.5)	23(8.9)	-	17(6.6)	4.286	1.177
School leadership influence pupil performance	-	236(91.5)	-	-	22(8.5)	3.744	0.839
School leadership develops and enhances values, beliefs and means of operation	80(31)	146(56.6)	-	18(7.0)	14(5.4)	4.007	1.040
Poor performing schools can be changed through transformational leadership	61 (23.6)	155(60.1)	-	32(12.4)	10(3.9)	3.872	1.034
Curriculum instructions are guided by the head teachers' leadership	-	156(60.5)	54(20.9)	48(18.6)	-	4.418	0.786
Curriculum instructional changes occur with material support and professional development implemented by the head teacher	60(23.3)	142(55.0)	-	56(21.7)	-	3.798	1.031
New trends are effectively managed by head teachers' transformational leadership	51(19.8)	186(72.1)	-	21(8.1)	-	4.034	0.723

Note: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, S.D.=Standard Deviation
Source: research study, 2016

From the finding, 169 (65.5%) and 46 (17.7%) of the respondents strongly agree and agree respectively that, quality school leadership improves academic performance, as a head teachers' transformational leadership intervention strategy on class repetition, while 21 (8.2%) strongly disagree (mean=4.325, sd=1.177). School leadership has a pivotal role to play as regards academic performance in schools and weak leadership has been related to non-performing schools. Head teachers' transformational leadership has an influence on class repetition and any new approach, can be effective in handling class repetition. Schools have been changed by head teachers through new approaches that are being initiated and implemented collectively with teachers. Schools have been changed by transformative leaders, and therefore, leadership by head teachers can be an intervention strategy for class repetition in schools. Most of the respondents interviewed in the focus group say that head teachers are the pillars of quality in schools as they pointed out that;

> "Schools perform depending on the head teachers' effort since there is difference in schools when a new head teacher is brought in. There are head teachers who take their work seriously and make teachers to teach and work better in improving learning. The head teacher makes a difference in a school even with meagre resources and very few teachers."

The study respondents indicated that 147 (57%) and 71 (27.5%) strongly agreed and agreed respectively, that dynamics in the head teachers' leadership improves teachers' work environment and competencies and is vital in mitigating class repetition within the head teachers' transformational strategy, while 17 (6.6%) strongly disagreed (mean= 4.286, sd= 1.177). Working environment is critical in any institution of learning for purposes of maximum utilization of the human resource. It is imperative, therefore, for head teachers to play a role in improving teachers' working environment, which shall have an effect on teaching and learning. For any effective teacher related intervention

strategy, head teachers have to create conducive working environment for implementers of the curriculum. Competence is built by head teachers supporting the teaching staff who are the core production factors in the learning process in institutions of learning. Fullan (2007) and The National Association of School Psychologists (2003), show that head teachers, have an influence in improving teachers' work environment, hence supporting the findings of the study. They take note that a sustainable, positive school environment, fosters pupil development and learning necessary for a productive life. The study indicated by caring connections, positive behavioral support and social and emotional learning and head teacher's leadership practices which have been linked to school environment and pupil performance. School environment is a salient factor and should be considered in the transformational leadership of the head teacher for the purposes of improving pupil academic performance.

It was further found out that, 236 (91.5%) agreed that school leadership influences pupil performance, as an indicator of transformational leadership strategy on class repetition. However, 8.5% (22) strongly disagreed (mean=3.744, sd=0.839). The majority of the respondents who held that this view indicates that, head teachers are key players in academic performance among pupils. A change in performance is related to leadership of the head teacher who is supposed to create and support the teachers in their teaching work and management of resources for purposes improving academic performance. The management style of the head teacher, has an influence on production, which is measured by the academic performance of pupils, in most cases. It is, therefore, the head teachers' transformational leadership that can influence improvement in academic performance of

pupils, mitigating class repetition. Dynamic leadership according to Fullan (2007), has an influence in improving teachers' work environment, hence supporting the findings of the study. Achoka (2007), was of the opinion that head teachers need to support teachers in their work for they are in charge of the allocation of resources in schools. This study, therefore, confirms that head teachers need to create and support teachers in their teaching work.

From the findings, 146 (56.6%) and 80 (31%) of the respondents agreed and strongly agreed respectively, that, school leadership develops and enhances values and means of operation, while 18 (7%) disagreed (mean=4.007, sd= 1.040). Development and enhancement of values in any institution is crucial. Values have driven institutions to achieve internal efficiency, in most cases and head teachers, can enhance them by having a participatory approach with teachers in its formulation and implementations. Values have been known to drive institutions to greater heights and transformation as it sets the goals that schools strive to achieve. School culture is important and is established through head teachers' leadership that should be transformative in nature and embedded in core values of the institution. The study finding also assents to those of Day, Eliot and Kingston (2005), who found out that poor performing schools, can be changed by development of school culture under the guidance of the head teacher.

The analysis of the findings further indicates that,155 (60.1%) and 61 (23.6%) of the respondents agreed and strongly agreed that, poor performing schools can be changed through transformational leadership which influences class repetition, however,32 (12.4%) disagreed (mean=3.872, sd= 1.034). Poor performance is related to leadership as

head teachers can improve schools or not, by the changes being introduced in teaching. Class repetition is linked to poor performance by pupils and this can be reduced or eliminated by head teachers' transformational leadership, as schools are changed by their leaders who can manage them well in order to create productivity. Non-performing schools have been changed by transformative leaders by creating good management of their institutions by exploiting the available human and material resources for purposes of production in terms of improved academic performance. This finding coincides with those of Day, Eliot and Kingston (2005) who said that, turn around leadership improves institutions that have been under-performing in most cases.

The findings also reveal that, 156 (60.5%) and 54 (20.9%) of the respondents agree and neutral that, curriculum instructions are guided by the head teachers' leadership, while48 (18.6%) disagreed (mean=4.418, sd=0.786). Curriculum implementation is at the center of any learning and forms the road map for schools. Head teachers are the supervisors of the curriculum implementation; therefore, they are supposed to provide guidance and support to teachers. Good curriculum implementation and supervision can introduce changes that affect performance of pupils, hence mitigating class repetition among pupils in primary schools. The findings of the study go along with those of Pingle and Cox (2007) and Bulach, Booth and Picket (2006) who pointed out that, leadership guides school planning and decision making, in most schools, especially in curriculum execution. Class repetition in primary school has witnessed the emergence of groupings within classrooms and presentation of diverse learning materials for high and low performing pupils (Frey, 2005). The occurrence of class repetition has influenced the type of curriculum instructions and pedagogical approaches used by teachers as pointed out by

Beebe-Frankenberg, et al., (2004). These authors pointed out that by identifying low performing pupils, specialized education support is instituted in schools.

From the findings of the study, 142 (55%) and 60 (23.3%) of the respondents agreed and strongly agreed that, curriculum instructional changes occur with material support and professional development implemented by the head teachers, while 21.7% (56) disagreed with the same (mean= 3.798, sd=1.031). Teaching and learning in schools are based on curriculum instructional approaches and teaching and availability of learning materials. These are effectively utilized by teachers who have the support from the head teacher who provides them when required and also training on its utilization. New curriculum approaches can be managed by teachers who undergo regular in-service which is supported by the head teacher. Head teachers need to support development of new curriculum instructional approaches by providing teachers with training opportunities. On performance, schools have been changed by transformative leaders who initiate good management for exploitation of the available human and material resources for purposes of production in terms of improved academic performance, hence internal efficiency. The findings concur with other researchers who point out that, various approaches can be used to enhance teacher implementation of the interventions strategies (Stecker, Lembke & Foegan, 2008). Further, the implementation of any intervention requires that teachers are supplied with the necessary training before the beginning any intervention measure in the classroom. The duty of the head teacher is to regulate the efforts of human personnel and to oversee the utilization of available resources to promote and improve the academic performance of learners. It is sensible therefore, to conclude that school leadership, can

have a direct impact on classroom instruction, by teachers whose end result, is the improvement of academic performance of learners who are at risk of being repeated.

The findings also reveal that, 186 (72.1%) and 51 (19.8%) of the respondents, who agree and strongly agree, are of the view that new trends are effectively managed by head teachers' transformational leadership, while 8.1% (21) disagree (mean=4.034, sd=0.723). The education system is dynamic and new changes need to be managed well for success to be attained. Head teachers' approaches to new changes, can have certain long lasting influence on schools. The success of every school in inculcating new changes that are either internal or external, determines the future state of the school, and may influence class repetition. The way the head teacher handles change therefore can be an intervention strategy for class repetition in most schools experiencing it. The study findings support those of Kovaleskil (2007), who point out that for effective implementation of any intervention strategy, schools are required to provide targeted, intense and continual training, collaboration, and support and administrative follow up. These are new changes that head teachers have to develop that are dynamic in nature and can be utilized by teachers, as intervention strategies originate from them. The instructional behavior of the head teachers bring a strong improvement in instructions and teaching (Carol & Wei, 2007).

4.7.1 The Relationship between Head Teaches' Transformational Leadership and Class Repetition

Hypothesis four was tested to investigate if there is any relationship between head teachers' transformational leadership and class repetition at 0.05 level of significance. The hypothesis tested was:

> **H_{04}:** There is no statistically significant relationship between head teachers' transformational leadership and class repetition

In this hypothesis, a Pearson Product Moment Correlation test was performed on the independent and dependent variables and the results rejected the null hypothesis and affirmed the alternative hypothesis (r=0.418, p=0.000). It indicated that there is a relationship and that head teachers' transformational leadership, influences class repetition intervention strategies.

The head teachers' transformational leadership and class repetition were subjected to a Pearson's Product Moment Coefficient test at 0.05 level of significance. The results of this correlation test are shown in Table 4.17.

Table 4.17: Results of Pearson's Product Moment Correlation Test on the Effect of Head Teachers' Transformational Leadership on Class Repetition

		class repetition
head teachers' transformational leadership	Pearson's Correlation	0.418**
	Sig. (2 -tailed)	.000
	N	258

** Correlation significant at the 0.05 level (2-tailed)

Source: Research study, 2016

The results indicate that, there is a positive correlation between head teachers' transformational leadership index and class repetition index (r= 0.418, p=0.000). This, therefore, led the study to reject the null hypothesis and confirmed the alternative hypothesis. This meant that head teachers' transformational leadership had a positive and significant effect on class repetition. This also shows that, head teachers' transformational leadership intervention strategies, can have tremendous positive effect on class repetition in primary school education. The finding concur with those of Dubey and Kabra (2014) and Day, Eliot and Kingston (2005) who did same research which that revolved around leadership transformation, affecting institutions to improve their productivity in terms of implementation of practices that are transformative.

4.8.0 Government policy initiatives and class repetition

The study sought to establish the effect of Government policy initiatives on class repetition. Several items were used to collect data to evaluate the Government policy initiatives on class repetition in primary school education. Data was presented using frequencies, percentages, mean and standard deviation scores results are shown in Table 4.18 below.

Table 4.18: Government Policy and Class Repetition

STATEMENTS	*5* f (%)	*4* f (%)	*3* f (%)	*2* f (%)	*1* f (%)	Mean	(S.D)
There should be an end to national examinations	32(12.4)	49(19.0)	-	21(8.1)	156 (60.5)	2.147	1.571
Head teachers and Teachers should attend seminars on new trends in curriculum instructions and school management	191(74.0)	46(17.8)	-	11(4.3)	10(3.9)	4.538	0.986
Government should monitor teachers so as to be committed to their teaching work and professional development	112(43.4)	-	146 (56.6)	-	-	3.868	0.993
Parents should be involved in decision to repeat a pupil	63(24.4)	157(60.9)	-	-	38(14.7)	3.802	1.239
New scientific findings should be used to solve the problem	-	227(88)	-	-	31(12.0)	3.639	0.977
There should be public education on government policy on class repetition	71(27.5)	146(56.6)	-	-	41(15.9)	3.798	1.292
Schools should abide by the Kenyan constitution and the Basic Education Act (2013) which spells the right of the child to education	-	126(48.8)	68(26.4)	34(13.2)	30(11.6)	3.124	1.036
Government policy on class repetition of 1999 and 2013 should be implemented fully	52(20.2)	186(72.0)	-	-	20(7.8)	3.969	0.949
Most policies in education fail in the implementation	41(15.9)	145(56.2)	-	72(27.9)	-	3.600	1.058
Government policies are implemented by teachers	72(27.9)	186(72.1)	-	-	-	4.279	0.449

Note: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, S.D.=Standard Deviation

Source: research study, 2016

The findings of the study show that, 181 (70.2%) and 21 (8.1%) of the respondents strongly disagreed and disagreed that, there should be an end to National examinations as a Government policy initiative on class repetition, while 32 (12.4%) and 24 (9.3%) strongly agreed and agreed respectively on the same (mean=2.147, sd=1.571). A national examination is a benchmark of quality education in Kenya and its termination may affect one of the measurements in quality. Majority of the respondents strongly disagree with any policy development that may abolish national examinations. There is no relationship, therefore, between ending national examinations and class repetition this is further confirmed by the interview through focus group respondents who observed that;

> "Government has been wavering over national examinations which is unfortunate. Ending KCPE will be a disaster for our education system as no measure of quality is in place and, it is a measure to ensure that teachers work and pupils are placed in secondary education."

Ending national examinations shall not be an intervention strategy as a government policy initiative on class repetition. There is a concurrence between the findings with those of Nichols and Berliner (2005) and Polesel, Duffer and Turnbull (2012) which links national examinations with quality standards in schools.

In this study, it was revealed that, 191 (74%) and 46 (17.8%) of the respondents strongly agreed and agreed respectively that, head teachers and teachers, should attend seminars on New Trends in Curriculum Instructions and School Management as a Government policy intervention strategy initiative on class repetition. However, 11 (4.3%) and 10 (3.9%) disagreed and strongly disagreed with the same (mean=4.538, sd =0.986). There

is a positive relationship between head teachers and teachers training on curriculum instruction and management, as an intervention strategy and class repetition. Training among the professional groups who implement the actual teaching and management of the curriculum is vital in enhancing government policy intervention strategy on class repetition. It is established from the study that training is core in creating strategies for intervention. Training among the professional groups who implement the actual teaching and management of the curriculum is vital in enhancing government policy intervention strategy on class repetition. It is established from the study that training is core in creating strategies for intervention. This was further confirmed through respondents' views who interviewed through focus group. Their views were as follows:

> "Teachers need to know of what is happening lately concerning the teaching and learning as the learners are so dynamic due to the digital world influence. They have to update their profession annually through seminars and refresher course or further studies in their field."

The finding is similar to those of Stecker, Lembke and Foegan (2008) and Swanson, Solis, Ciullo and McKenna (2012) who pointed out that, professional development, is critical in imparting skills and equipping teachers in their profession.

The findings also show that, 146 (56.6%) and 112 (43.4%) of the respondents f agreed and strongly agreed that the Government, should monitor teachers so as to be committed to their teaching and professional development, as a Government policy intervention strategy, on class repetition (mean =3.868, sd=0.993). There is a positive relationship between monitoring and class repetition intervention strategies. Teacher monitoring is central as government intervention strategy on class repetition. The Ministry of Education

through the Quality Assurance and Standards Officers, should be at the forefront in monitoring teachers on their teaching and implementation of the curriculum by supervising their work. Most school teachers, have not been effective in their work and more supervisory work should be in place by government through field officers who are in charge of quality and standards in schools. Some of the respondents interviewed through the focus group observed that:

> "Field officers are rare in inspecting schools currently. We used to see zonal officers on motorcycles coming visiting schools and one would hear teachers talk of the advices and how they were caught unaware and unprepared. The government should provide more resources to field officers and employ more to do the quality inspection on our schools."

Field officers act as the main monitoring and evaluation personnel who ensure that Government policy, is implemented and teaching occurs in schools. The study finding concurs with those of Okoroma (2006) and Stecker, Lembke and Foegan (2008) who asserted that educational policy is directed towards increasing the quality of life. The objectives of policy, is to fulfill individual, and community needs educated manpower through curriculum changes, which is achieved through teacher commitment.

The findings further reveal that, 157 (60.9%) and 63 (24.4%) of the respondents, agreed and strongly agreed respectively that, parents should be involved in decisions to repeat a pupil as government policy intervention strategy on class repetition, while 38 (14.7% (38) strongly disagree with the same (mean=3.802, sd =1.239). There is a positive relationship between parental involvement in decision to repeat a pupil as the majority of the respondents are of that view. In any learning situation, parental involvement is required

for the understanding of the pupil characteristics among others and their role is important in the process of deciding whether a child should repeat a class or not. Government should encourage parents and other stakeholders to participate in decisions affecting the learning process and this should be done through policy and public education, through Parent Teachers Associations (PTA). Some respondents through focus group observed that:

> "Parents are only invited when there are issues concerning financing of examinations or development in the school. If we are invited and informed to deliberate on issues of government policy, majority can give constructive suggestions to better education for our children."

The study finding is in agreement with those held by Kovaleskil (2007) who believes that the education policy requires the means of delivering changes through stakeholders, especially teachers and parents.

From the study, it was further found that 227 (88%) of the respondents, agree to the effect that new scientific findings should be used to solve the problem, as a government initiative policy on intervention strategy on class repetition, while 31 (12%) strongly disagree with the same(mean=3.639, sd =0.977). There is a strong positive relationship between scientific findings as government policy imitative and class repetition. Research has played a vital role in providing an understanding of current problems affecting society and the findings have been of necessity in providing solutions. Class repetition intervention strategies, can be developed from a scientific research based framework and implemented with success. The views held by Oduol (2006) and Munro (2011) supports the findings that, an evidence-based approach to policy ensures that, information is

gathered, appraised and used to inform both policy making and professional practice. It is a necessity for education policy to be made within the context of research so as to make well-informed decisions about policies, programs and projects and ease the implementation process and eventual success of a policy.

The findings also show that, 146 (56.6%) and 71 (27.5%) of the respondents, agree and strongly agree respectively that there should be public education on government policy on class repetition, as government policy initiative intervention strategy on class repetition. However, 41 (15.9%) strongly disagree with the same (mean=3.798, sd=1.036). Government policies fail due to lack of public awareness on various issues in the education sector. Policy faces a myriad of challenges at its implementation stages, making good policy to fail. Public education needs to be emphasized in the education sector, to create awareness among parents, concerning government policy on class repetition, for some parents support the practice and even enforce it against pupils' wishes. Parents, therefore, need to be aware of the policy and its consequences if not adhered to. From the focus group discussion, it emerged that;

> "There is poor parental involvement and public education concerning issues affecting the education of our children. Its only through Parents, Teachers' Association meetings that, head teachers inform us concerning certain programs initiated by government. The information always is given by head teachers who seem to remove important aspects, especially those that affect the child."

The study findings show that, there is minimal public education from the Government, especially the field officers, concerning Government policies on education. The finding of the study support those held by Okoroma (2006) who says that, educational policy, is directed towards increasing the quality of life of a people in any country for the

objectives of policy is to satisfy individual needs, community pressure and the need to have educated manpower. Education policy can be attained through public education by Government officers, as educational policies, have to be implemented within educational institutions and be rational and purposeful, to enable them stand the test of time.

From the findings of the study, 126 (48.8%) and 88 (26.45%) of the respondents, respectively agree and disagree that schools, should abide by the Kenyan Constitution (2010) and Basic Education Act (2013), which spells out the rights of the child to education as Government policy intervention strategy on class repetition, while 34 (13.2%) disagree on the same (mean=3.124, sd=1.036). The rights of children to education are emphasized in the Constitution and the Basic Education Act. These are legal documents that protect the child from any form of discrimination as regards education. Class repetition, can be a form of discrimination which is against the spirit of the law. Legal approach as regards class repetition should be followed by schools so as not to deny children their basic human right to education and government should ensure that the law is adhered to. Some respondents through focus group interview pointed out that;

> "With laws, we can correct mistakes of individual schools that deny children access to learning through self-made regulations like that of pass marks. Not only are laws made for teachers, even parents have to abide by what the law spells out to enable children learn freely and be assisted to learn by all stakeholders."

The study finding is supported by Okoroma (2006) and McConnell, 2014) who believe that official policy defines the decisions to be made and provides a guide that facilitates decision making and direction.

From the findings of the study, 186 (72%) and 52 (20.2%) of the respondents, agree and strongly agree respectively that, Government policy on class repetition of 1999 and 2013, should be implemented fully as Government intervention strategy policy initiative on class repetition, while 20 (78%) strongly disagree on the same (mean=3.969, sd=0.949). There have been previous policy initiatives on class repetition and schools have failed to implement them by having pupils repeat classes. Government policy failure may negate the achievements in education that indicated high enrollment in primary schools. Full implementation and evaluation of policy is important for purposes of reviewing them to meet emerging issues. Government should re-evaluative its policy implementation process to seal loopholes that have been abused by many schools to deny pupils opportunities of class progression. Full implementation of existing government policy can be an intervention strategy for class repetition. According to most respondents drawn from the focus group discussion they asserted that;

> "There are many things we hear in the media on education and takes time for it to be implemented by schools. Recently we heard of no class repetition, but children are still being repeated especially those in class seven. Government policy has been failing for field officers do not go to schools to see if they are being observed and head teachers do not follow what they are supposed to do."

The findings of the study also concur with those held by Oduol (2006) who argue that decision-making in education in Kenya, has been steered by a number of policy documents which can be successful or not and has issues facing the management of the education sector that need to be addressed for the development of an effective and efficient education system (GOK, 2003).

Further, the findings analyzed indicates that,145 (56.2%) and 41 (15.9%) of the respondents, agree and strongly agree respectively that, most Government policies in education fail in the implementation as a government intervention strategy policy on class repetition. However, 72 (27.9%) disagree on the same (mean=3.600, sd=1.058). There is a negative relationship between failure in Government Policy and class repetition as the majority of respondents' point in the findings. Failure of Government Policy, has been the undoing of class repetition over a period of time, as several policies have been developed and commissioned, but fail in the implementation stages. This finding support those held by Bunyi (2005) and Muricho and Chang'ach (2013), who argue that educational policies, have failed so far in the Kenyan context, such as, the language policy, where the use of mother tongue, has been in policy documents since 1976. McConnell (2014) and Gacheche (2010) assent to these findings by asserting that, educational policy may experience challenges within the implementation stages, and may lead to policy failure in most cases.

The findings also show that, 186 (72.15%) and 72 (27.9%) of the respondents, agree and strongly agree respectively that, government policies are implemented by teachers (mean=4.279, sd=0.449). There is strong positive relationship between government policy implementation by teachers and class repetition. Teachers are the main policy implementers, and should have a role in implementation of government policies on class repetition in the country. For any successful policy implementation, Government has to involve teachers from the formulation, implementation and even evaluation of the policy. Some of the respondents interviewed through focus group pointed to the fact that;

> “Teachers of this country, have worked hard to make education progress though with a lot of challenges. For any successful child, there is a teacher, so is government policy. New changes introduced by government, teachers are always ready to implement as was the case with the FPE without any preparation.”

The study finding indicates that teachers are the agents of change in the education sector and Government has to ensure that they support teachers in their work as implementers of policy.

4.8.1 The Relationship between Government Policy Initiatives and Class Repetition

The findings from the descriptive analysis, Multiple Regression and Qualitative thematic approach indicate that, Government policy intervention strategies positively affect class repetition in primary school education. The study finding, therefore, supports that of Okoroma (2006) who believed that policy defines the decisions and those of McConnell (2014) who argued that policy is a shared responsibility that guides official actions in terms of implementation of educational practices in any given country.

4.8.2The Multiple Regression Analysis of Class Repetition Intervention Strategies in Primary School Education

The multiple regression enables the researcher to predict the weight of the relationship between the independent variable, which is an explanatory variable and the dependent variable, which is the explained variable. The Beta weightings (β) gives an indication of how many standard deviation units will be changed in the dependent variable for each standard deviation unit change in each of the independent variable. The study sought to determine the predictor variables that predict class repetition intervention strategies in

primary school education. Ina multiple regression analysis, there are several independent variables and one dependent variable and the predictor equation is presented as;

$$\mathbf{y^1=a+b_1x_1+b_2x_2+b_1x_3+b_4x_4+b_5x_5}$$

where y^1 is the dependent variable and x_1, x_2, x_3, x_4, x_5 are the independent variables in the study. The value for *a*is more or less an intercept at the vertical axis and the *b*'s are the partial regression coefficients. Each *b* represents the amount of change in y^1 for a unit change in the corresponding *x* value when other *x* values are held constant.

$y = \beta_O + \beta_1$ (pupil characteristics) + β_2 (academic performance) + β_3(teacher intervention) + β_4(head teachers' leadership) + β_5 (government policy) were used where y is the expected class repetition.

The multiple regression analysis was used since its techniques of analysis are suitable in finding out the intervention strategies when reliability of the model is of concern. Table 4.19 represents the model summary for this analysis.

Table 4.19: Multiple Regression Analysis Results on the Class Repetition Intervention Strategies in Primary School Education

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.919[a]	.845	.837	1.07799

Predictors: (Constant), pupil characteristics, academic improvement, teacher intervention, head teachers' leadership, government policy initiative

Source: Research study, 2016

As shown in Table 4.19, the R value was 0.919. R is a measure of correlation between the observed value and the predicted value of the dependent variable. Thus, 0.919 is the

correlation coefficient between the levels of class repetition in primary school as reported by the respondents and the levels as would be predicted by the predictor variables. The adjusted R value is very high (0.837) indicating that 83.7% of the variance in the dependent variable, is explained by the independent variables in the study. The adjusted R-square value indicates that this model succeeds in predicting up to 83.7% of the variables in class repetition intervention strategies in primary school education. Up to 83.7% of the variation seen in the area under study is accounted for by these intervention strategies and Table 4.20, presents the ANOVA output analysis.

Table 4.20: Anova output analysis

Model		Sum of squares	df	Mean square	F	Sig.
1	Regression	457.760	4	114.440	98.480	.000[a]
	Residual	83.699	72	1.162		
	Total	541.429	76			

a. Predictors: (Constant), characteristics of repeaters, Teachers intervention strategies, Head teacher transformation leadership, Government policies initiative
b. Dependent Variable: Class repetition

Source: Research study 2016

Similarly, the ANOVA analysis is highly significant (0.000) indicating that the relationship between the independent variables and dependent variable is very strong. Table 4.20 assesses the overall significance of the model and since $P<0.05$, the multiple regression model adopted in this study, is relevant for the analysis. The ANOVA results of the Multiple Regression Analysis shows that the regression equation, is statistically appropriate to examine the relationship ($F = 98.480$; $df = 4$; $p = 0.000$) at 0.05 level of significance. The model summary showed that the model, can explain 83.7% variation in

class repetition that was occasioned by any changes in the intervention strategies (R^2 = 0.845; Adjusted R^2 = 0.837) and Table 4.21 presents the coefficient arising from the analysis.

Table 4.21: The Coefficients

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
	(Constant)	53.460	4.104		13.026	.000
	Pupil characteristics	0.434	0.054	1.462	8.091	.000
	Academic improvement	-0.293	0.105	-0.346	-2.801	.000
	Teacher interventions	0.190	0.040	0.480	4.715	.000
	Head teachers' leadership	-0.946	0.072	-1.787	-13.074	.000
	Government initiative policy	-0.986	0.081	-1.847	-14.084	.000

a. Predictors: (Constant), characteristics of repeaters, Teachers intervention strategies, Head teacher transformation leadership, Government policies initiative
b. Dependent Variable: Class repetition

Source: research study, 2016

The standard Beta coefficients (β) gives a measure of the contribution of each variable to the model. A large value indicates that a unit change in this predictor variable has a large effect on the dependent variable. The t and sig (p) values give an estimate indication of the impact of each predictor variable. A big absolute t and small p value suggests that a predictor variable is having a large impact on the dependent variable.

From Table 4.21, it is clear that pupil characteristic with standardized Beta coefficient of 1.462, and absolute t-value of 8.091 and $p<0.05$, has the largest impact on class repetition

in primary school education. Teacher intervention with a standardized Beta coefficient of 0.480, absolute t-value of 4.715 and $p<0.05$, had a significant influence on class repetition in primary school education. The pupil academic performance with a standardized Beta coefficient of -0.346, an absolute t-value of -2.801 and $p< 0.05$, has a negative impact on class repetition. Head teachers' transformational leadership with a standardized Beta coefficient of -1.787, t-value of -13.074 and $p< 0.05$, has a significant negative influence on class repetition. The government policy initiative with a standardized coefficient of -1.847, t-value of -14.084 and $p<0.05$,has a highly significant negative influence on class repetition in primary school education.

Therefore, the multiple linear regression equation deduced from the data is;

$$\text{Class repetition} = 53.460 + 0.434(\text{Pupil characteristics}) - 0.293(\text{Pupil Academic Performance}) + 0.190(\text{Teacher Intervention}) - 0.946(\text{Head Teacher's Leadership}) - 0.986(\text{Government Policy})$$

he results of the study indicated that there is a linear relationship between class repetition and the intervention strategies. Pupil characteristics and teacher intervention strategies, have a positive linear relationship, while pupil academic performance, head teachers' leadership and government policy intervention strategies, have a negative linear relationship on class repetition. However, they all contribute immensely to the intervention strategies that need to be implemented for the mitigation of class repetition in public primary school education in Kenya.

4.9 Summary of the Chapter

The dealt with data presentation, analysis, interpretation and discussion. This was based on data preparation and screening so as to organize data presentation and analysis. The demographic information of the respondents was organized, analyzed and discussed. The data was further organized based on the objectives of the study to include pupil characteristics, pupil academic performance, teacher intervention strategies, head Teachers' transformational leadership and government Policy. This was aimed at achieving the study objectives and testing of the research hypothesis. A Multiple Regression, ANOVA output and Standard Coefficients were presented.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The findings in chapter four are further discussed and summarized to crystalize the major findings of the study in relation to the research objectives. The conclusions are drawn based on the findings in order to answer the objectives and hypothesis of the study and thereafter provide recommendations on what should be adopted as intervention strategies for class repetition in primary school education in Kenya. Areas emerging of concern are suggested for further research.

5.1 Summary of the Findings

To determine the intervention strategies of class repetition in primary school education, five thematic issues were analyzed based on the objectives and hypotheses of the study. These aspects included: the pupil characteristics, pupil academic performance, teacher interventions, head teachers' transformational leadership and government policy initiative.

The findings of this research study have been based on the objectives and hypotheses of the study. This study sought to answer the following research objectives: -

1. To determine the pupil characteristics that influence class repetition in public primary school education

2. To assess the influence of pupil academic performance on class repetition in public primary school education
3. To examine teacher intervention strategies that will mitigate class repetition in public primary school education
4. To investigate the relationship between head teachers' transformational leadership and class repetition in public primary school education
5. To evaluate the relationship between government policy on class repetition in public primary school education

5.1.1 Pupil Characteristics and Class Repetition

Objective 1 sought to determine pupil characteristics that influence class repetition in primary school education. Regarding this objective, several items were used to test it and come out with findings. Age of the pupils is an important characteristic in understanding class repetition intervention strategies in primary school education. From the study, it was found that pupils are not under age if promoted to the next class as 74 (28.7%) and 38 (14.7%) of the respondents disagree and strongly disagree respectively on pupils who are promoted to the nest class. It is only upon being repeated in a class that, a pupil become over age while attending primary school education as shown by 74 (28.7%) and 72 (26.9%) strongly agree and agreeing respectively. Pupils who repeat a class with time grow old while attending school and may contribute to other factors that may affect class repetition generally.

Pupils who repeat a class are from various social economic statuses in the public primary schools. The study found out that class repeaters are drawn from the various social economic statuses with 111 (43%) and 35 (13.6%) agreeing and strongly agreeing respectively, indicating that social and economic issues that affect pupils from different backgrounds should be put into consideration when developing intervention strategies on class repetition in public primary schools. SES provides an educational environment and teachers may utilize different instructional approaches towards pupils from different backgrounds. It was established, therefore, that schools have to consider the pupil background, so has to develop instructional techniques that support learning regardless of their SES.

From the item on performance as a characteristic of a pupil, it was found out that pupils who perform poorly in mathematics and reading skills have the possibility of repeating a class as 146 (56.6%) and 174 (71.3%)of the respondents strongly agree and agree respectively. The main predictors of repetition among pupils in many primary schools in Kenya, have been performance in English and Mathematics. This is further expounded by the finding based on pupils performing well after being repeated, as shown by respondents with 112 (43%) who agreed and 35 (13.6%) who strongly agreed. There are some gains made by pupils who repeat a class, especially improvement in mathematics and progressing to the next class with proper instructions by teachers. In some instances, pupils who repeat improve in their academic performance. Any low academic performance in Mathematics and English, which constitutes the core subjects of the primary school curriculum, may have an impact on majority of pupils who might be

made to repeat a class, as head teachers and teachers, use academic performance, as criteria for making decisions over class repetition.

Further, the study established that discipline is important in assessing class repetition, as most of the repeaters, show discipline problem before or after being repeated. This finding shows that discipline is a major concern as one discusses the intervention strategies to mitigate class repetition in public primary schools as indicated by 75 (29%) and 71 (27.5%) who agree and strongly agree on discipline as a concern in class repetition. Discipline at home and in school, are prevalent in pupils, who are made to repeat a class in most countries as indiscipline among pupils may influence how they carry on with their studies and eventual performance in their academic endeavor. Parents of pupils who are not repeated responsibility towards supporting their children's schooling by attending school meetings and respond to their learning difficulties. Pupils' classroom behaviors are critical on academic performance as it indicates future success or failure, and one's discipline, predicts the future success or failure in academic progress. Those who show good discipline at home and school and are active in extracurricular activities and complete their assignment and also attend school regularly, are very unlikely to repeat a class. Absenteeism and non-completion of assignments reduces the chance of improvement in academic performance among pupils.

In primary schools that experience class repetition, several negative consequences arise such as the possibility of pupils dropping out of school and experiencing psychological and emotional effects. Most of the pupils who repeat a class might experience low esteem

as an emotional feature, after being made to repeat a class, as a consequence of repetition. Several negative consequences can arise as a setback to class repetition among pupils in primary schools in Kenya as indicated by majority respondents in the study. From the study, 149 (57.8) and71 (27.5%) of the respondents, agree and strongly agree respectively, that pupils who are made to repeat, in most cases, drop out of school. When pupils experience class repetition, there is a possibility of peer group being lost by a pupil who repeats a class as shown by 220(85.3%) agreed with the statement. This finding shows that pupils who are repeated, shall never be able to have the same cohort in their learning and losing it might have some effects on them. The respondents indicated that 220 (85.3%) agree that those class repeaters eventually lose their age mates after experiencing class repetition.

The occurrence of repetition in upper class is an issue of concern in class repetition as schools tend to repeat pupils in upper classes, unlike in lower classes, as most pupils repeat the upper classes as compared to lower classes in primary schools. When developing intervention strategies, focus should be made on pupils who are in upper classes, for there can be variations depending on the level which the pupil is in. Respondents showed that class repetition, occurs in the upper classes with 111 (43%) agreed and 74 (28.7%) strongly agreed with the statement. Most repeaters are found in upper classes as indicated by the enrolment in these classes especially in class 6 and 7 in most schools in Kenya. Pupils who repeat the upper classes, have low academic performance. Schools, head teachers and teachers are held accountable on issues regarding quality. Schools are expected to perform well in national examinations so as to

demonstrate existence of quality. There are large pupil enrolments in lower classes compared to upper classes in most schools. Low enrolment exists mainly in class 8 and strategies to enhance enrolment in upper classes, should be developed to improve transition rates.

5.1.2 Pupil Academic Performance and Class Repetition

Regarding objective 2 which sought to assess the influence of pupil academic performance on class repetition, several items were used to establish this objective and the hypotheses of the study. Several findings were, therefore, found as pertains to this objective.

The study found out that there is improvement in the academic performance by the repeaters as indicated by 111 (43%)of the respondents who strongly agreed and 110 (42.6%)who agreed respectively. Several observations were made concerning the impact of class repetition especially, as regards to academic improvement. There is instant improvement and decline over time of academic performance by those who are made to repeat a class, when an intervention strategy is implemented. However, it does not indicate automatic improvement in academic performance. But there is a possibility of pupils who repeat a class having the potential of improvement in their academic performances as several measures are undertaken to assist repeaters by their teachers. Teachers are the main implementers of the curriculum and to improve the quality of education, they develop instructional approaches that guide the pupils to perform better than they were before being repeated. Teachers and pupils have a variety of expectations

and the demand for accountability makes them to work hard towards improving the academic standards in their schools. Teachers may establish the cause of the repetition and may be able to help pupils to overcome them, hence improving the weaknesses experienced by the pupils. Class repetition, in most cases, counter poor academic performance, as majority of them are repeated due to poor performance.

Further there was no improvement in content mastery by pupils who repeated a class, as indicated by 111 (43%) of the respondents who disagreed with the statement. Improvement in mastery of content by pupils is important as regards to class repetition which can be a solution to class repetition among most pupils. Teachers' instructional approaches are always influenced by the accountability issues by Government, and may develop teacher-centered approach to class instructions. Examination oriented curriculum influences teachers' instructional approaches and they may not have time to pay attention to pupils who are below class level. The teacher-centered approach limits the interaction of the learner with the content which he/she may eventually not master as required for the class.

In terms of active participation and class repetition, it was found out that pupils who repeat a class are not active, not knowing that it is an important aspect in improving their academic performance, therefore, mitigating the problem of class repetition. The study indicated that 186 (72.1%) of the respondents disagreed with the statement that repeaters become active in class. Active class participation can be a motivating factor for a pupil to work hard in academic work contributing to general performance. Less participation in class may show depression among pupils, especially those who are repeaters, as some

develop fear or low self-esteem, loss of peers, and may develop withdrawal syndromes. Socio-emotional adjustments and behaviors of pupils who repeat a class are related to their performance, and may contribute to a negative performance path when not handled early enough. The study found out that, schools should be aware of the consequences of class repetition, as it can be detrimental to the pupils' class participation contributing to school dropout and low-performance.

On the issue of difference between a repeater and non-repeater in academic performance, 113 (43.8%) of the respondents, disagreed that there is no difference. This indicates that where class repetition is practiced, pupils' performance is not the same. It is difficult, at times, to differentiate in a class, one who repeated from one who has progressed into that class. It can be said that class repetition, has an influence on pupils who repeat for there a tendency improve performance.

Early class repetition improves basic reading skills and mathematics, showing that, there is a relationship between improvement in mathematics and reading skills and class repetition as shown by 111 (43%) and 110 (42.6%) of the respondents, who strongly agreed and agreed respectively with the statement. Pupils who are repeaters improve in mathematics and reading skills. Therefore, improvement in mathematics and reading skills among pupils in primary schools, can be used as an intervention. Mathematics and reading skills have been found to have a crucial role in curriculum in the education system and always its performance has been low in most schools. Any improvement in mathematics and reading skills, therefore, can be a major intervention strategy that

schools should work on for purposes of reducing or eliminating class repetition among pupils in schools.

Motivation of non-performers, has been established to be associated with class repetition, as shown by the study analysis, where 147 (56.9%) and 76 (29.5%) of the respondents agreed and strongly agreed with the statement. Most of the respondents viewed that non-performers, are motivated upon being repeated. Motivation is important in any learning situation and pupils need to be motivated to continue learning and the schools should create such environment. Pupil motivation to learn is developed by the school culture, especially when teachers and pupils interact in the learning process. Any intervention that ensures that learning improves should be implemented by schools and teachers.

There is academic improvement among slow learners as indicated by the study findings as 146 (56.6%) and 38 (14.7%) of the respondents, agreed and strongly agreed respectively that repeaters improve their performance. Slow learners are special needs pupils, who should be assisted to progress on in their learning, and intervention should be geared towards improving their academic performance. Pupils with learning difficulties should be identified for special needs approaches to be implemented in teaching. With different approaches taken by teachers to slow learners who are repeated can be assisted in their learning.

5.1.3 Teacher Intervention Strategies and Class Repetition

With regard to objective 3 which sought to examine teacher intervention strategies that will mitigate class repetition, several items were used to address this objective and to test the hypotheses. Several findings were, therefore, found as pertains to this objective.

The study found out that, 147 (57%) and 111 (43%)of the respondents, strongly agree and agree respectively that, remediation or tuition as a teacher intervention strategy is important in mitigating class repetition in primary school education. Remediation for slow learners, as a teacher intervention, on class repetition was identified by the respondents to be a teacher intervention strategy to assist against repeating a class, especially by slow learners. The use of extra time apart from regular school teaching hours are designed to provide pupils with additional hours and contact in order to master the academic content. By giving pupils extra instructions, as opposed to making the to repeat them for a year, reduces their probability of dropping out of school. Teachers can use available time especially over the weekends or holiday to teach slow learners to improve on skills that have been identified to be weak in the learning process. Slow learners are the majority among class repeaters and special needs approach is required to assist them to perform well academically as many pupils benefit from extra instructional opportunities beyond school hours and academic calendar.

Pupil-centered approach to instructional decisions is important to remediating class repetition as a teacher intervention strategy as found in the study where 182 (70.5%)

agreed and 76 (29.5%) strongly agreed. Pupil-centered approach to instructional choices is important for the way teachers teach may influence the performance of a pupil. Therefore, instructional approaches are important intervention strategies that teachers can use to solve the problem of class repetition in schools. The use of diverse instructional strategies and materials by teachers who focus on pupil academic improvement, is vital in mitigating against class repetition in most schools. Teachers relay on progress monitoring information to examine if learning has occurred. The finding shows that class repetition has been influenced by teacher approach to instructional approaches.

Early childhood education (ECD) is important in reducing class repetition and as a teacher related intervention strategy. The study respondents showed that, 147 (57%) and 111 (43%) agreeing and strongly agreeing, respectively that Early Childhood Education play a vital role in related intervention on class repetition. ECD is of importance as the foundation of learning in primary schools and later levels. The ECD is the basis of primary school education and prevents early class repetition and children receive quality education respectively. ECD provides quality education and cognitive development to the learners and provides the foundation for learners to acquire reading skills and mathematics which have been identified as causes of class repetition. Early reading intervention helps pupils to develop reading skills through development of early reading program, teaching and providing opportunity to practice the skill, and prevent future occurrence of class repetition.

On the issue of pupils being promoted automatically to the next class, with disregard to academic performance, the study found out that 220 (85.3%) of the respondents disagreed. On automatic promotion not based on academic performance, most respondents were not for the practice. Class repetition cannot be solved by automatic promotion without affecting the quality of education. Quality education is measured based on the academic performance of pupils in schools upon being tested by teachers in schools. Academic performance is a measure of efficiency in the education sector, where countries have established testing at various levels and teachers always prepare pupils for such examination through internal school testing. It is prudent to examine a curriculum by testing pupils in various stages of learning and hold teachers accountable to their work.

From the study, 183 (70.9%) of the respondents, disagreed with the assertion that, teachers' beliefs do not affect their teaching. Therefore, teachers' belief about their teaching do not affect the teacher related intervention strategies for class repetition. Teachers have a role to play in the learning process of pupils and their beliefs contribute immensely to general performance of the learners. Their selection of instructional approaches and teaching materials as their decisions, and action shape the educational experience of the pupils in most cases. The role of teachers in pupils' academic improvement and decisions is currently important in the classroom as it enlightens how they teach and how pupils learn, hence its success.

Teachers should keep parents informed concerning the progress of the pupils before decisions to repeat them is reached. The study found out that 182 (70.5%) of the

respondents, agreed that parents are always informed of the pupils' learning progress. Parents involvement in the pupils' academic progress, enhances their attitude towards the education of the child and support them at home to do assignments. Parental support is an important component in class repetition intervention strategies for it is a pillar to other intervention strategies as pupils come from different SES. Parents should be made aware of the academic progress of the pupils and eventual decision to make them repeat a class. Academic progress of every pupil is important in decision making concerning class repetition and parents need to be informed about it early enough. Parental participation assists teachers, in understanding the cultural and family background of learners, which is an important constituent in class repetition intervention strategy.

From the study, it was established that teachers should consider other factors that contribute to class repetition. 111 (43%) and 109 (42.2%) of the respondents agreed and strongly agreed that there are other factors that teachers, should assess when making decision to have a pupil repeat a class. Academic performance of pupils, should not be the only factor that teachers should depend on in making the decision to make them repeat a class. There are several interplays of factors that need to be considered which might be contributing to a pupils' academic performance negatively and teachers need to consider them before repeating a pupil. Apart from academic performance of a pupil, teachers have to scrutinize other factors that may have an effect on the pupil to repeat a class. There can be interplay between several factors within class repetition that need to be considered prior to a conclusive decision to repeat a pupil, is reached hence a need for a multi-dimensional approach in the consideration of class repetition decision by teachers.

It was further established from the study that, teachers should create supporting learning environment as a teacher intervention strategy on class repetition. From the study,152 (58.9%) strongly agreed that teachers have to create learning environment which is crucial in class repetition issue and any intervention, should consider the learning environment for it to be effective. In essence most pupils are affected by learning environment and there is need for schools and teachers to create good environment where pupils can learn well. The availability and utilization of the resources are vital instruments which teachers need to capitalize in order to create a conducive learning environment. Teachers have to change instructional techniques due to the expectations of pupils to do well in class and state-mandated tests. Practices of effective teachers are of help to learners to succeed academically instead of falling back to teacher-centered approach while teaching. Teachers need to create classroom instructions, personalized and supporting learning environment for pupils to learn well.

The study established that variation in teacher instructional techniques in class where class repeaters, are present is important. 14 (56%) and 92 (35.7%)of the respondents agreed and strongly agreed that teachers need to vary instructional approaches while they teach classes that have a mixture of repeaters and non-repeaters. Varying instructional approaches is of importance in class repetition intervention strategies, as it assists learners who face different learning difficulties which result in them being repeated. Teaching instructional techniques, have been found to be of great significance to learning outcomes in any learning situation meet learner expectations.

Further the findings revealed that,12 (58.9%) agreed and 93 (36%) strongly agreed that pupils have varying abilities, and grouping them, can assist build confidence as they motivate each other in the learning process. The differences in their abilities is minimized, therefore, not affecting anyone of them. In learning situations in classrooms, there are pupils of different abilities, and this can have a negative effect on those who are slow learners. For effective intervention strategies, teachers should identify pupils with a variety of abilities, and group them to have different instructional approaches while teaching them. When pupils are grouped according to their abilities they develop confidence and teachers provide instruction activities that assist in improving their academic performance.

The findings also indicated that pupils should have more contact hours with the content material for them to excel in academic performance. This is supported by 182 (70.6%) of the respondents who agreed to the fact that the contact hours that learners have with learning material contributes to improvement in their performance.

The study also established that teacher related intervention strategies are tied to regular professional training. 160 (62%) and 77 (29.8%) of the respondents strongly agreed and agreed that teachers need in-service training to be informed of new trends in teaching approaches. Teachers need to be conversant with new curriculum changes and the use of a variety of instructional approaches within their classroom context. Professional development is a solution to most current issue relating to teaching and pupil

psychological development. Therefore, consideration should be put while developing teacher related training curriculum that enhances their knowledge on issues relating to class repetition. Professional development is the foundation of reform efforts and implementation of best practices in any level of education.

5.1.4 Head Teachers' Transformational Leadership and Class Repetition

Objective 4, sought to investigate the relationship between head teachers' transformational leadership and class repetition. Several items were used to address this objective and to test the hypotheses of the study. Several findings were, therefore, found as pertains to this objective.

It was also found in the study that quality school leadership, improves academic performance, as a head teachers' transformational leadership intervention strategy, on class repetition. School leadership has an essential role to play as regards academic performance in schools. Poor leadership has been related to inefficiency in schools. Schools have been changed by head teachers through new approaches being initiated and implemented collectively with teachers by the head teacher. Schools have been changed by transformative leaders and therefore, leadership by head teachers can be an intervention strategy for class repetition in schools. This is supported by the respondents' views as indicated by 169 (65.5%) who strongly agreed that leadership is a factor behind improved school as expressed by head teacher.

Further the study established that dynamic head teachers' leadership improves teachers' work environment and competencies and is fundamental in mitigating class repetition within the head teachers' transformational strategy. 147 (57%) and 71 (27.5%) strongly agreed and agreed to the fact that working environment is critical in any institution of learning for purposes of efficiency and maximum utilization of the human and material resource capacities based on the head teacher's dynamic leadership. It is imperative therefore, that head teachers have a role in improving teachers' working environment which shall have an effect on teaching and learning environment. For any effective teachers related intervention strategy, head teachers have to create conducive work environment for implementers of the curriculum. Competence is built by head teachers supporting the teaching staff who are the core production factors in the learning process in schools. Dynamic leadership has an influence in improving teachers' work environment within schools and contributes to improvement in learning, hence pupil's academic performance. When there is an improvement in academic performance, there is an intervention arising over class repetition among pupils in primary schools.

From the study, it was found out that a change in performance is related to leadership of the head teachers who are supposed to create and support the teachers in their teaching work and proper management of the available resources for purposes of production and eventual efficiency of the schools. The management styles of institutional leaders have an influence on production which is measured by the academic performance of pupils in most cases and progression to the next class or level of education. The head teachers' transformational leadership has an influence on the improvement of pupils in academic performance. The respondents were of the opinion that head teachers need to support

teachers in their work for they are in charge of the allocation of resources in schools with 236 (91.5%) of the respondents agreeing. This study, therefore, finds that head teachers need to create and support teachers in their teaching work.

It was further found out that school leadership develops and enhances values and means of operation which are necessary in any institution as supported by 146 (56.6%) and 80 (31%) of the respondents agreeing and strongly agreeing. Values have been major determinants in institutions to achieve internal efficiency and require a participatory approach with teachers in its formulation and implementations. Values are embedded in school culture and have been known to drive learning institutions to greater heights and transformation for it sets out the goals and how to achieve them individually and collectively in schools. School culture is fundamental and is established through head teachers' leadership that should be transformative in nature and embedded in core values of the institution. The study finds out that school culture when developed and nurtured well by the head teacher, can turn around those poor performing schools. Head teachers have been noted to contribute to changing schools for the better by development of school culture which teachers, learners and parent, are included in its development. School culture can be the main source of change in schools that are not performing and can be turned into productive units.

Most poor performing schools, the study established, can be changed through transformational leadership which influences class repetition as indicated by 155 (60.1%) and 61 (23.6%) of the respondents who agreed and strongly agreed respectively. In most cases, poor performance have been linked to bad leadership. Class repetition is

associated with poor performance by pupils and this can be lowered or eliminated by head teachers' transformational leadership. Non-performing schools have been changed by transformative leaders, who create good management for exploitation of available human and material resources to improve academic performance. The study finds that turn around leadership improves institutions that have been under-performing in most cases.

From the study, 156 (60.5%) of the respondents agree that curriculum instructions are guided by the head teachers' leadership. Curriculum is the basis in which schools' function and its implementation is at the center of any learning and forms the blueprint for schools. Head teachers' roles are that of being the supervisors of the curriculum implementation and evaluation; therefore, they are supposed to provide guidance and support to teachers. Good curriculum implementation and supervision can introduce changes that affect performance of pupils, hence mitigating class repetition among pupils in primary schools. The study findings imply that leadership provides guidance to school planning and decision making in regard to curriculum implementation and evaluation.

The study also found out that curriculum instructional changes occur with material support and professional development implemented by the head teachers. Majority of the respondents with 142 (55%) and 60 (23.3%) who agree and strongly agree respectively that, teaching and learning in schools are established on curriculum instructional approaches and changes which occur within the context of the availability of teaching and learning materials and professional development. Curriculum instructional approaches and changes, play a key role in empowering the teacher on proper utilization

of new curriculum instructional approaches and resource utilization. Teachers can effectively utilize them with the support from the head teacher who provides them with instructional resources when required and also training on their utilization. New curriculum instructional approaches can be managed by teachers who undergo regular in-service training which can be supported by the head teacher. The finding of the study suggest that instructional changes occur in schools with the support of head teachers in terms of material and professional development.

The study also found out that new trends are effectively managed by head teachers' transformational leadership as revealed by 186 (72.1%) of respondents who agreed and 51 (19.8%) strongly agreed to the same. The education system is dynamic and new changes need to be managed well for any success to be attained. Head teachers' approaches to new changes have certain influence on schools and the ability of every school, in inculcating new changes, determines the future state of the school and may influence class repetition. Such changes may arise from pupils' experiences like class repetition which need to be addressed by schools with the head teachers' guidance or even Government policy as regards the same. Head teachers need to provide professional guidance and be at the forefront in developing strategies to mitigate the new changes. In 2013 there was a policy guideline on class repetition from the Ministry of Education, which outlined Government policy on class repetition. Head teachers were to provide guidance on the new change in policy to teachers, pupils and parents for they are policy implementers.

5.1.5 Government Policy and Class Repetition

With regard to objective 5 which sought to evaluate the relationship between government policy on class repetition, several items were used to establish this objective and several findings were, therefore, found as pertains to this objective.

The study found out that, there should be no end to national examinations, as a Government policy initiative on class repetition, as shown by 70.2% of the respondents who strongly disagreed with the assertion. National examination is a benchmark to quality education in Kenya, and its termination may affect quality. This means that ending national examinations shall not be an intervention strategy as a government policy initiative on class repetition. National examination sets the standard benchmarks of evaluating the curriculum and provides quality standards in schools. The findings of this study is in support that national examinations be continued in assessing the pupils at the end of primary school and to provide placement to various post primary institutions in the country.

The study further found out that, head teachers and teachers need to attend seminars on new trends in curriculum instructions and school management as a Government policy intervention strategy initiative on class repetition. 191 (74%) of the study respondents, strongly agreed that training of head teachers and teachers, on new trends in curriculum instructions and school management practices, are important as government intervention strategies for class repetition. Head teachers and teachers, training on curriculum instruction and management are because they are the ones who are responsible for the

implementation of policy and the curriculum. Training among the professional groups who implement the actual teaching and management of the curriculum is vital because they play a role in government policy intervention strategy on class repetition. It is established from the study that training is core in creating strategies for intervention. The finding of the study, therefore, shows that professional development is critical in imparting skills and equipping head teachers and teachers on their profession especially when they are practicing teaching and management after college training.

This study further established that monitoring of teachers by Government to ensure accountability in schools is central in enhancing commitment to teaching and professional development. The findings indicated that non-committal by respondents, with 146 (56.6%) being neutral and 112 (43.4%) agreed that Government should monitor teachers. The Ministry of education through the Quality Assurance and Standards Officers and the employer, should be at the forefront in monitoring teachers on their teaching and implementation of the curriculum. Most school teachers have not been effective in their work, and therefore more supervisors, should be in place through field officers who are in charge of Quality and Standards in schools. This finding reveals that teachers are not committing themselves to monitoring by Government as shown by the respondents. However, it should be noted that educational policy, is directed towards increasing quality education, which is achieved by teachers who are committed to their work.

It was found out from the study that, parental involvement in decisions to have a pupil repeat a class, should be a Government policy intervention strategy on class repetition.157 (60.9%) and 63 (24.4%) of the respondents, indicated that they agree and strongly agree that parents should be involved as regards decisions to repeat a pupil in a class. In most cases, parents discover late that their children were made to repeat because teachers did not involve them. In learning situation, parental involvement is required for the understanding of the pupil characteristics among others and their role is important in the process of deciding to repeat one in a class. Government should encourage stakeholders to participate in decisions affecting the learning process. This can be done through policy and public education using Parent Teachers Associations (PTA). The findings point out that, education policy requires ways of delivering changes through stakeholders, especially teachers and parents.

Furthermore, the study found out that new scientific findings, should be used to solve the problem, as Government initiative policy, on intervention strategy on class repetition, as 227 (88%) agreed. Research has played a pivotal role in providing an understanding of current problems affecting society and research findings have been of necessity in providing solutions. Class repetition intervention strategies, can be developed from a scientific research based framework and implemented with success. An evidence-based approach to policy ensures that information is gathered, appraised and used to inform both policy making and professional practice. It is a necessity for education policy to be made within the context of research so as to make well-informed decisions about policies, programs and projects and ease the implementation process and eventual success of a

policy. Class repetition strategies should, be developed based on research so as to find solutions that are long-lasting and within certain situations and time frame.

The study found out that, schools should abide by the Kenyan Constitution (2010) and Basic Education Act (2013), which spells out the right of the child to education as Government policy intervention strategy on class repetition. The rights of children to education are emphasized in the Constitution and the Basic Education Act. These are legal documents that protect the child from any form of discrimination as regards education, and class repetition, can be a form of discrimination which is against the spirit of the law. Schools have to adhere to the legal framework that ensures that pupils participate fully in education. 126 (48.8%) of the respondents, agree that schools, have to implement the aspects of the Constitution that provides the child with the right to education and no challenges should be a stumbling block to this endeavor. Countries have improved access to education through policy initiatives like the Constitution and signing of international conventions, regarding education. Kenya, so far, has signed several international conventions on education and gender issues.

The study found out that, Government policy on class repetition of 1999 and 2013, should be implemented fully, as Government intervention strategy policy initiative on class repetition. 186 (72%) and 52 (22.2% of the respondents, agree and strongly agree that schools should implement government policy as regards class repetition. The Government of Kenya has had previous policy initiatives on class repetition but schools have failed to implement them and the implementers of policy are schools. Government

policy failure negates the achievements in education and full implementation and evaluation of policy is important for purposes of reviewing them to meet emerging issues. Continuous re-evaluation of policy implementation process assists to seal loopholes that have been abused by many schools to deny pupils opportunities of class progression. The findings of the study show that decision-making in education in Kenya, has been steered by a number of policy documents which have been successful. The policy implementation faces myriad challenges which need to be handled for progress to be realized in the education sector.

It was also found out that most Government policies in education fail in the implementation as disclosed by 145 (56.2%) and 41 (15.9%) of the respondents who agreed and strongly agreed respectively. Failure of government policy has been reversing class repetition over a period of time, as several policies have been developed and commissioned, but have failed in the implementation stages. Some Educational policies, such as the language policy, where the use of mother tongue has been in policy documents since 1976 have so far failed in the Kenyan context. Policy in education may face challenges arising from various sections of the management system, especially its formulation, planning, implementation and evaluation. The study findings, shows that educational policy may experience challenges within the implementation stages and may lead to policy failure.

The study found out that Government policies are implemented by teachers with 186 (72.1%) and 72 (27.9%) agreeing and strongly agreeing that, teachers are the main players in the implementation of educational policy and other policies, related to

education, like gender equity. Teachers are the main policy implementers, and should have a role in the implementation of Government policies on class repetition. The success or failure of class repetition policy depends on the teachers who are supposed to ensure that no child repeats a class. There has been noncompliance at times of schools not adhering to Government policy guidelines on several issues.

5.2. Conclusions

The purpose of the study was to investigate class repetition intervention strategies in primary school education in Kenya. The study was conducted in Uasin Gishu County and was guided by self-efficacy theory. Five objectives were set up and related hypotheses so as to achieve the stated purpose. Several conclusions based on the objectives of the study have emerged.

The study concludes that, there is a relationship between various pupil characteristics and class repetition in primary school education in Kenya. Pupils who perform poorly in Mathematics and English, are mostly made to repeat classes. Majority of pupils who repeat a class, are in upper classes and are likely to drop out of school. Discipline among pupils is a contributory factor, as pupils who experience discipline problems may repeat a class. Class repetition is associated with negative consequences, as most repeaters lose peer group and are psychologically and emotionally affected.

The study concluded that, there is a relationship between pupil academic performance and class repetition among pupils in primary schools. Pupils who repeat a class, show a

positive improvement in academic performance. There is improvement in content mastery, Mathematics and in English skills among class repeaters. Class repeaters become more active in class. It is also concluded that, motivation of learners, especially among slow learners and non-performers is important in class repetition.

The study concluded that, there is a strong positive relationship between teacher intervention strategies and class repetition. Teacher remediation or tuition, is a strong intervention strategy on class repetition. It is further concluded that, curriculum based interventions, is critical to remediating class repetition, as teachers have to implement pupil-centered approaches and varying instruction approach in teaching. Also, the concluded that, teachers have to group learners based on their abilities. The study concluded that, teachers have to create learning environment. The study also concluded that Early Childhood Education plays an important role, as it is, the foundation of several learning skills among pupils. The study further concluded that, parents should be involved in decisions to repeat a child a class by teachers, as they have information that can assist teachers to better understand the pupil. It was also conclude that, other factors apart from academic performance, should be considered before a decision to repeat a child in a class.

Further, the study concluded that, head teachers' transformational leadership has a strong influence with class repetition intervention strategies. The study concluded that, head teachers' leadership has an influence on academic performance among pupils. The head teachers should provide leadership that improves teachers' work environment and development of competencies. The study concluded that, head teachers have to create and

support teachers in their teaching work and manage available resources. The study concluded that, head teachers' transformational leadership should provide guidance on curriculum implementation, introduction of instructional changes, and professional development. The study also concluded that, head teachers have to manage new trends in education. it was also concluded that schools have to develop their culture, which is the cornerstone of their success.

From the study, it is concluded that Government policy initiative has and influence on class repetition. Government should not abolish national examinations as this cannot improve class repetition. The study findings conclude that, Government policy has faced challenges and failed in the implementation stages, and teachers have to be involved by government on policy implementation for any successful implementation of education policy. The Government, the study concluded, need to develop professional development for teachers to address new trends in curriculum and management of schools and use of new scientific findings. The study further concluded that teachers need to be monitored by Government to improve their work performance through Quality and Standards field officers and the Teachers Service Commission.

5.3 Recommendations of the Study

Based on the findings of this study, the following recommendations are made;

1. There should be analysis of pupil characteristics that influence class repetition so as to develop early interventions by Government and schools. Performance

related characteristics should be addressed by schools so as to eradicate or minimize class repetition among pupils, especially in upper classes where the occurrence is high.

2. A new approach on the use of remedial or tuition in schools to assist pupils who are slow in learning, or with special needs, have to be developed. Government should not arbitrary ban tuition, yet teachers have used it to manage learning challenges among pupils.

3. Professional Development should be enhanced by having teachers and head teachers being trained on new trends in education. Government should sponsor instead of leaving teachers to finance their own Professional Development and be based on an evolving curriculum that empowers teachers to deal with emerging issues and scientific approach in education.

4. The head teachers should provide leadership that is transformational in nature so as to change their schools. Transformational leadership has been found to change schools that were inefficient to be efficient. Head teachers should, therefore ,act as agents and catalysts of change and innovation in their schools.

5. Head teachers, should provide and support in-service training of teachers in their respective schools for them to be acquainted with new trends in teaching instructions, pupil behavior and be motivated in the work environment.

6. Teachers should have an elaborate understanding of factors that can play a role in affecting pupils' academic performance.

5.4 Suggestions for Further study

The following are suggestions for further research study;

1. A study be done to investigate the occurrence of repetition in upper classes in primary schools in Kenya
2. There is need for a study to analyze the role of tuition/remedial use in primary schools to understand its role in mitigating learning shortcomings
3. A study is required to investigate teachers' training needs on new trends in education after college training
4. A comparative analysis be done on public and private schools class repetition in Kenya.

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APPENDICES

APPENDIX I: INTRODUCTION LETTER

Dear sir/madam,

I am Sambu Nicholas Kipng'etich a student of Moi University. I am pursuing a Doctor of Philosophy of education, in education administration, school of education.

To carry out my study, research is a requirement and to be able to write my theses, data is collected from respondents related to the topic.

Due to the above, I have identified you as one of my respondents in the study. Kindly fill the questionnaire attached to this request.

All information given is held with confidentiality and regulations governing research which I have duly signed.

Regards

Yours

Sambu Kipng'etich Nicholas

EDU/DPHIL/A/1001/13

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APPENDIX II: DATA COLLECTION INSTRUMENT (QUESTIONNAIRE) FOR BOTH HEAD TEACHERS AND CLAS SEVEN TEACHERS

The questions below are to assist the researcher to carry out the research and are held confidential by him. Kindly answer them to your best understanding.

The research topic seeks to understand class repetition and the possible remedies to the issue that pupils experience in schools.

SECTION 1

DEMOGRAPHIC INFORMATION

This section provides demographic information about the school. Kindly tick that which is appropriate to you

1. State the status in your school

a) Head teacher ☐

b) Class seven teachers ☐

2. Which sub county is your school located

Eldoret West ☐

Eldoret East ☐

Wareng ☐

Question 3, 4 and 5 to be answered by the head teacher only

3. State the number of teachers in your school in terms of gender

Male ☐

Female ☐

4. Give the qualification of the teachers in terms of their numbers in your school according to the following categories

Degree _____

Diploma _____

P1 _____

Untrained _____

5. Kindly give enrolment of the following classes during the period indicated

Class/year	2012	2013	2014	2015
Std 4				
Std 5				
Std 6				
Std 7				
Std 8				

6. Rate the repetition in your school by ticking

a) Repetition occur in lower classes ☐

b) Repetition occur in upper classes ☐

SECTION 2

The questionnaire below is designed to collect data on various issues relating to class repetition intervention strategies in primary education in Kenya. I would like you to indicate your personal observations regarding the issue based on the items in each category and rate them according to your understanding.

The items are to be rated based on five rate scales

5= Strongly Agree

4= Agree

3= Neutral

2= Disagree

1= Strongly Disagree

A. CHARACTERISTICS OF REPEATERS

Below are characteristics of pupils in your school that repeat classes. Kindly rate them according to the observation you have made by ticking on the box provided in the table for each item based on the scales below.

Strongly agree, 4. Agree, 3. Fairly agree, 2. Disagree, 1. Strongly disagree

Characteristics of pupils who repeat classes	5= Strongly	4= Agree	3= Neutral	2= Disagre	1= Strongly

	Agree			e	Disagree
They are young to be in the next class					
They are overage for the class					
They come from different social economic status					
They do perform well in tests					
They are poor in reading skills					
They are poor in mathematics					
They are both boys and girls					
Show discipline problems					
Mostly repeat upper classes					
Repeaters drop out of school					
Peer group is lost for a pupil/age group upon repeating					
Experience psychological and emotional effects					

B: PUPIL ACADEMIC PERFORMANCE AND CLASS REPETITION

The following are some of the pupil academic indicators as a result of class repetition following its application in schools. Rate them according to the scale below by ticking one rate for each item;

5. Strongly agree 4. Agree 3. Neutral 2. Disagree 1. Strongly disagree

Pupil academic performance and class repetition	5= Strongly Agree	4= Agree	3= Neutral	2= Disagree	1= Strongly Disagre

					e
There is Improvement in the academic performance for the repeater					
Repeaters improve in content mastery than before					
Repeaters become active in class/participation					
No difference between a repeater and non-repeater in academic performance					
Early class repetition improves basic reading skills and mathematics					
Class repetition has motivated non-performers					
Repetition has improved slow learners					

C: TEACHERS' INTERVENTION STRATEGIES AND CLASS REPETITION

Below are some teacher intervention strategies on class repetition. Rate them according to your understanding of class repetition in your school by cycling one rate per question

5. Strongly agree 4. Agree 3. Neutral 2. Disagree 1. Strongly disagree

Teachers intervention strategies and class repetition	5= strongly agree	4= agree	3= Neutral	2= disagree	1= Strongly disagree
Remediation/tuition to assist low performers					
There is pupil-centered approach					

to instructional decisions					
Early Childhood Education (ECD) is important in reducing class repetition					
Pupils should be promoted automatically not based on academic performance.					
Teachers' beliefs affect their teaching					
Teachers keep parents informed of pupils' progress before decisions to repeat are made					
Teachers consider other factors that contribute to class repetit					
Teachers should create supporting learning environment					
Teachers should vary instructional techniques in class where repeaters are present					
Grouping of pupils with same abilities builds confidence and help in achieving higher performance					
Pupils to use more learning material contact hours					
Regular professional development required to address new trends in curriculum implementation					

D: HEAD TEACHER TRANSFORMATIONAL LEADERSHIP INTERVENTION STRATEGIES

Below are some head teacher intervention strategies on class repetition. Rate them according to your understanding of class repetition in your school by cycling one rate per question

5. Strongly agree 4. Agree 3. Neutral 2. Disagree 1. Strongly disagree

Head teacher transformational leadership indicators and class repetition	5= strongly agree	4= agree	3= Neutral	2= disagree	1= Strongly disagree

Quality school leadership improves academic performance					
Dynamics in head teachers' transformational leadership improves teachers' work commitment and competency					
School leadership influence pupil performance and class repetition					
School leadership develops and enhances values, beliefs and means of operation					
Poor performing schools can be changed through transformational leadership					
Curriculum instructions are guided by the head teachers' leadership					
Curriculum instructional changes occur with material support and professional development implemented by the head teacher					
New trends are effectively managed by head teachers' transformational leadership					

E: GOVERNMENT POLICY STRATEGIES TO REDUCE OR ERADICATE CLASS REPETITION IN SCHOOLS

Below is some of suggested way forward through government policy initiatives to reducing class repetition. Rate them according to your opinion by cycling one rate per question

5. Strongly agree 4. Agree 3. Neutral 2. Disagree 1. Strongly disagree

Government policy initiatives and class repetition	5= Strongly Agree	4= Agree	3= Neutral	2= Disagree	1= Strongly Disagree

There should be an end to national examinations					
Head teachers and Teachers should attend seminars on new trends in curriculum instructions and school management					
Government should monitor teachers so as to be committed to their teaching work and professional development					
Parents should be involved in decision to repeat a pupil					
New scientific findings should be used to solve the problem					
There should be public education on government policy on class repetition					
Schools should abide by the Kenyan constitution and The Basic education Act (2013) which spells the right of the child to education					
Government policy on class repetition of 1999 and 2013 should be implemented fully					
Most policies in education fail in the implementation					
Government policies are implemented by teachers					

D: CLASS REPETITION INDICATORS

Class repetition indicators	5= Strongly Agree	4= Agree	3= Neutral	2= Disagree	1= Strongly Disagree
Increase in class size					
A pupil spend more years in school					
Some pupils drop out of school					

APPENDIX III: INTERVIEW SCHEDULE

What is the situation of class repetition public primary school in the sub-county?

Who are the most repeated pupils in the school?

What is your opinion about class repetition?

What role do parents play as regards class repetition?

In your opinion have teachers played their instructional roles well?

What challenges do a teacher/head teacher face in situations when they identify a poor performing pupil?

What strategies can a school put in place to improve performance of poor performing pupils?

Do the head teacher/teachers support new teaching approaches?

Do teachers attend in-service training on new trends in class instructions and access to education?

Are pupils affected in anyway by class repetition?

Can leadership approach change class repetition in schools today?

Is there improvement in academic performance among repeaters?

APPENDIX IV: FOCUS GROUP

Class repetition seems to be a problem experienced by many children in Kenya today. Who are the pupils who are repeated most?

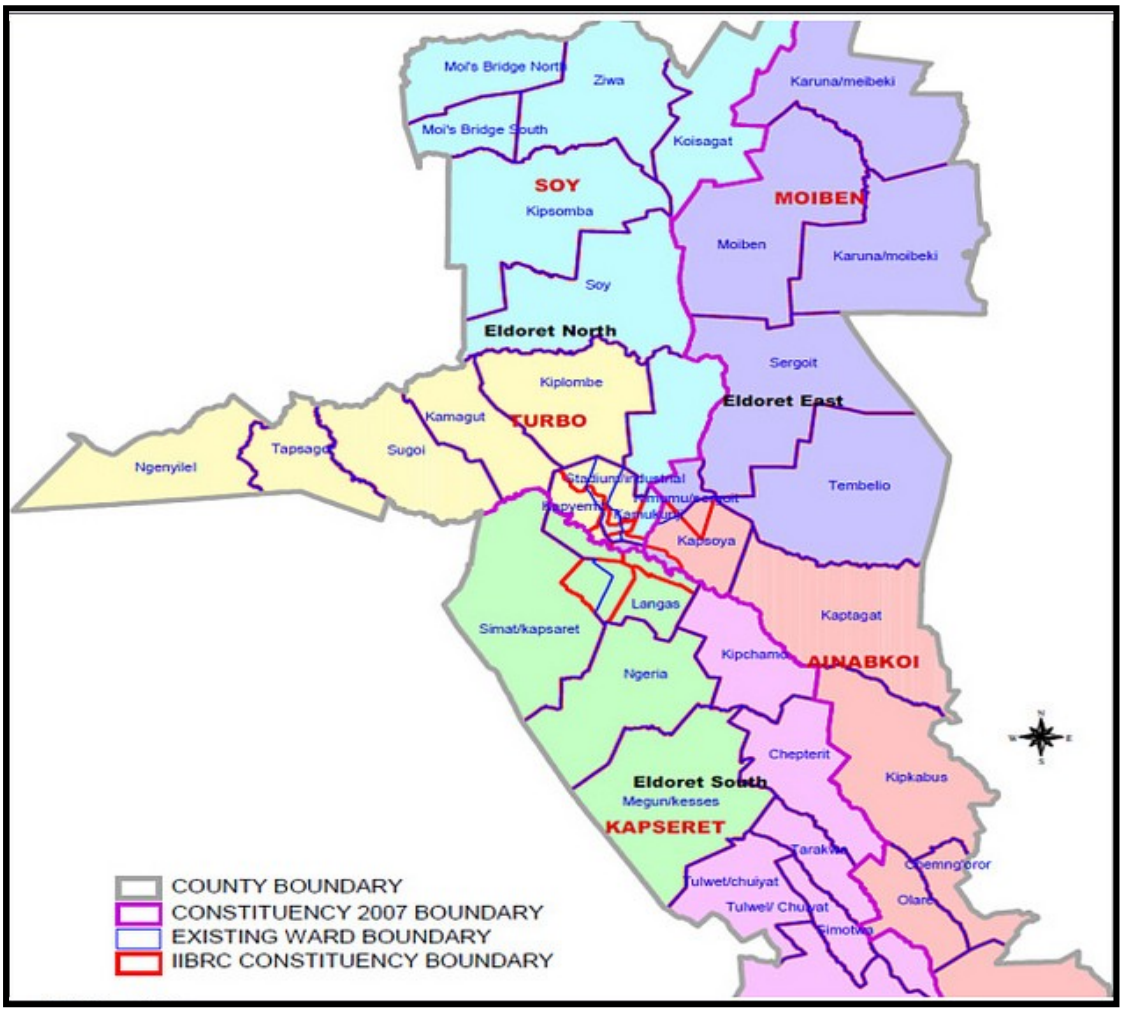
The reason behind class repetition is poor academic performance. Do pupils who repeat improve in performance?

Teachers are the implementers of the curriculum. Can they offer the solutions to class repetition?

The head teacher is in charge of school management. Can the head teacher change the problem of class repetition and how?

Government policy at times faces challenges in implementation. Why does government policy fail to be adhered to by schools?

APPENDIX V: MAP OF STUDY AREA



APPENDIX VI: LETTER FROM NACOSTI

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471, 2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/15/94092/8591**

Date: **16th November, 2015**

Nicholas Kipngetich Sambu
Moi University
P.O. Box 3900-30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Class repetition intervention strategies in primary school education in Kenya,"*** I am pleased to inform you that you have been authorized to undertake research in **Uasin Gishu County** for a period ending **13th November, 2016.**

You are advised to report to **the County Commissioner and the County Director of Education, Uasin Gishu County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

DR. S. K. LANGAT, OGW
FOR: DIRECTOR GENERAL/CEO

COUNTY COMMISSIONER
UASIN GISHU COUNTY

Copy to:

The County Commissioner
Uasin Gishu County.

The County Director of Education
Uasin Gishu County.

APPENDIX VII : RESEARCH PERMIT LETEER

REPUBLIC OF KENYA

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

STATE DEPARTMENT OF EDUCATION

Telegrams: **"EDUCATION"**, Eldoret
Telephone: **053-2063342** or **2031421/2**
Mobile : **0719 12 72 12/0732 260 280**
Email: cdeuasingishucounty@yahoo.com
: cdeuasingishucounty@gmail.com
When replying please quote:

Office of The County Director of Education,
Uasin Gishu County,
P.O. Box 9843-30100,
ELDORET.

Ref: No. MOEST/UGC/TRN/9/91

20th November , 2015

Nicholas Kipngetich Sambu
Moi University
P.O Box 3900-30100
ELDORET

RE: RESEARCH AUTHORIZATION

This office has received a letter requesting for an authority to allow you carry out Research on ***"Class repetition intervention strategies in Primary School Education in Kenya",*** Within Uasin Gishu County.

We wish to inform you that the request has been granted for a period ending **13th November, 2016.** The authorities concerned are therefore requested to give you maximum support.

We take this opportunity to wish you well during this research.

Otieno C. O
FOR: COUNTY DIRECTOR OF EDUCATION
UASIN GISHU COUNTY

APPENDIX VIII: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MR. NICHOLAS KIPNGETICH SAMBU
of MOI UNIVERSITY, 4346-30100
ELDORET,has been permitted to conduct
research in *Uasin-Gishu County*

on the topic: *CLASS REPETITION INTERVENTION STRATEGIES IN PRIMARY SCHOOL EDUCATION IN KENYA*

for the period ending:
13th November,2016

Permit No : NACOSTI/P/15/94092/8591
Date Of Issue : 16th November,2015
Fee Recieved :Ksh 2,000

.....
Applicant's Signature

.....
Director General
National Commission for Science, Technology & Innovation

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice

REPUBLIC OF KENYA

NACOSTI

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A 7225

CONDITIONS: see back page

APPENDIX IX: RESEARCH LETTER FROM SCHOOL OF EDUCATION

MOI UNIVERSITY
Office of the Dean School of Education
Tel: (053) 43001-8
(053) 43555
Fax: (053) 43555
P.O. Box 3900
Eldoret, Kenya

REF: MU/SE/PGS/54 **DATE:** 29th October, 2015

The Executive Secretary
National Council for Science and Technology
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

RE: **RESEARCH PERMIT IN RESPECT OF SAMBU NICHOLAS KIPNG'ETICH – (EDU/D.PHIL.A/1001/13)**

The above named is a 2nd year Doctor of Philosophy (D.Phil) student at Moi University, School of Education, Department of Educational Management and Policy Studies, School of Education.

It is a requirement of his D.Phil Studies that he conducts research and produce a thesis. His research is entitled:

"Class Repetition Intervention Strategies in Primary School Education in Kenya."

Any assistance given to him to enable him conduct his research successfully will be highly appreciated.

Yours faithfully,

29 OCT 2015

PROF. J. N. KINDIKI
DEAN, SCHOOL OF EDUCATION

JNK/db