

**FACTORS THAT INFLUENCE IMPLEMENTATION OF
REPETITION POLICY IN PRIMARY SCHOOLS IN
UGENYA DISTRICT, KENYA**

By

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DECLARATION

This research project is my original work and has not been presented for the award of degree in any University.

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To my late father Lucas Ochieng' Sale, and my mother Grace Atieno. Their love for education became my inspiration for further studies.

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LIST OF ABBREVIATIONS AND ACRONYMS

| | |
|--------|--|
| ASCD | Association for Supervision and Curriculum Development |
| DEO | District Education Officer |
| EFA | Education for All |
| FPE | Free Primary Education |
| IAE | International Academy of Education |
| IIEP | International Institute for Educational Planning |
| IPAR | Institute of Policy Analysis and Research |
| KCPE | Kenya Certificate of Primary Education |
| KNEC | Kenya National Examinations Council |
| MDG | Millennium Development Goals |
| NCES | National Centre for Education Statistics |
| OECD | Organization for Economic Cooperation and Development |
| OVC | Orphans and Vulnerable Children |
| PISA | Programme for International Student Assessment |
| ROK | Republic of Kenya |
| SACMEQ | Southern and Eastern Africa Consortium for Monitoring Education Quality |
| UNESCO | United Nations Educational Scientific and Cultural Organization |

ABSTRACT

This study mainly focused on determining the factors that have had major influence on the implementation of class repetition policy that was intended to put a stop on forced class repetition in all schools in Kenya. The study, carried out in Ugenya District of Siaya County, had four objectives. The objectives were: to determine how pupil teacher ratio had affected the implementation of class repetition policy; to determine the influence of family income level on the implementation of the policy; to determine the influence of physical facilities on the implementation of the policy; and to identify policy interventions that should be put in place to help mitigate the problem of non-compliance with the policy by the school managements.

The study was guided by the human capital theory as was proposed by Theodore Schultz in his book 'The Economic Value of Education'. This theory emphasized that most of the economic value of people are enhanced as they continue to involve in the process of schooling. The involvement in schooling enables them to acquire knowledge, skills, attributes and competencies, and other attributes that enhance productive capabilities in human being.

The study adopted descriptive survey research. This is a self report study that requires the collection of quantifiable information from a sample by interviewing and administering questionnaires to a sample of individual (Kothari 2006). Data collection in the study was done by use of self administered questionnaires and document analysis guides. The data collected included those that gave direct answers to research questions and those that gave highlights on the background information on class repetition in the district data that provided highlights on class repetition included: prevalence of class repetition; manners of class or form of class repetition, whether voluntary or forced; and rate of class repetition.

After the collected data had been analyzed, the result indicated that the directive, through the policy, to stop forced class repetition was not complied with in all schools that participated in the study. The non-compliance was mainly due to the factors which affected the delivery of adequate and effective learning in schools, especially to the struggling learners and those from poor households. These factors included; physical facilities available in schools; pupil teacher ratio in schools; pupil teacher ratio in schools; and levels of pupils' family level of income.

Based on the findings of the study the following recommendations were made: that the government should carry out a nationwide study to ascertain the extent of implementation of the policy; that there should be afresh redistribution of teachers to schools based on the consideration of the number of pupils in a school; that the government should put in place policy interventions to enhance the implementation of the policy; that the government should take over, from parents, the responsibility of providing basic physical facilities such as classrooms and desks; and that it should be mandatory for all schools to have lunch programmes. The implementations of these suggestions would in turn, according to the researcher, enable the successful implementation of the class repetition policy.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The international community has recognized that development can be sustainable only if all natural resources are used in such a way that present and future generations around the world have an equal opportunity to live and prosper. In this line UNESCO (2009) affirms that education is the single major tool that can be utilized to raise this kind of awareness across all the nations of the world. Education will determine how well people, their communities and their countries prosper in today's global economy. The choices that countries make today about education could lead to divergent outcomes in future. Countries that respond astutely to their educational needs should experience progress in education which eventually will lead to social and economic benefits to such countries. (World Bank, 2007). This conviction has resulted into the worldwide drive to increase education enrolment, improve access to education and increase its quality and relevance.

Consequently this drive has resulted into the setting of the international educational goals such as Education for All (EFA) and Millennium Development Goals (MDG). To achieve these goals of education practices that influence and ultimately lead to wastages such class repetition and school dropouts, which hint

at internal inefficiencies, should be held at their minimal levels. Class repetition represents wastage of resources. The society provides schools, teachers and other resources presumed sufficient to enable all students to make expected advances in their educational achievements. Failure to do so suggests that these resources were insufficient or that some students failed to take advantage of the opportunities provided.

Class repetition occurs when students begin a new school year in the same class as the previous year instead of moving to a higher class. UNESCO (2006), in their 'Education Policy Series', explains that class repetition takes five major forms; depending on the source and reasons for decisions to repeat. The decision may be, it continues, initiated by students themselves (or their families acting on their behalf), or by the school. When repetition occurs because of decision made by students, or their families, it is usually voluntary and undertaken willingly because it is viewed as serving the students' best interests. Voluntary repetitions that enable students to pass examinations or learn content that was not learnt the previous year are viewed by students and their families as rational decisions that lead to desired outcomes. However, school imposed class repetition has negative effects on learner achievement and is sometimes associated with social adjustment problems and increased likelihood of school dropout. NCES, (2009) reports that grade repetition is the major cause of school dropouts in all the education systems that still practice it.

These findings have led to some countries and school systems to adopt automatic promotion policies which mandate that all students who complete a given school year be promoted to the next class level regardless of their levels of achievement (IIEP 2006). Automatic promotion, however, is often opposed by people who believe that it lowers school expectations and students' achievement. These proponents of class repetition argue that the practice of class repetition gives a student more time to learn subject matter and acquire sufficient social and academic skills before moving to the next level. (David 2008). They also believe that the practice sends the message to the pupil that poor performance and minimal effort will not be accepted. Analyses typically conclude that neither automatic promotion nor class repetition satisfactorily addresses the problem of low achievers. The solution therefore lies in providing these students with more and better learning opportunities.

The practice of class repetition is an issue of concern all over the world. The issue is often debated in comparison to the policy of social promotion which aims to suspend class repetition in an effort to provide opportunities for students to improve their standards of living by acquiring education through a more egalitarian distribution of educational opportunities. (World Bank 2010).

Class repetition is practiced in both developed and developing countries. The European Commission reported a study that compared how grade repetition has

been applied across schools in Europe. The report showed that the practice varied greatly between countries, and that whether a child had to repeat a year at school depended more on education culture concerned and teacher appraisal than on the child's performance. One of the main findings of the study was that there was a wide difference in class repetition rates across Europe. In some developed countries, it continued, class repetition has been banned or strongly discouraged. Where it is still permitted it is only common among students in early elementary schools. Even students with intellectual disabilities, in countries where the practice is strongly discouraged, are only allowed to repeat when parents and school officials agree to do so. (World Bank, 2010). In Canada and the United States, for example, repetition is usually restricted to specific subjects that the students failed. A student can, for example, be promoted in a Mathematics class but made to repeat in a language class.

According to some of the recent data, as presented by the Programme for International Student Assessment, only an average of 13 percent of the 15-year-old students across the Organization for Economic Co-operation and Development (OECD) member countries reported that they had repeated a class at least once. (PISA, 2009).The report continued to report that in Finland, Iceland, Slovenia, the United Kingdom, Azerbaijan, Croatia, Kazakhstan, Montenegro, Serbia and the partner economy Chinese Taipei, an average of 97 percent of the

students reported that they had never repeated a class. It also affirmed that class repetition is non-existent in Japan, Korea and Norway.

In Africa the situation is rather different. Like in many other developing countries in other continents, class repetition is still very prevalent. Results from a survey carried out in countries in Southern, Central and Eastern parts of Africa and released in the year 2010, by the SACMEQ III Survey Project, showed most school systems in these countries, have class repetition problems. Overall, by the time of data collection (in the year 2007), more than one third of class six students in these countries indicated that they had repeated a class at least once. The survey also reported very large differences in the class repetition rates across the countries. However in many of these countries class repetition rates were very high by the year 2007. Among the countries with very high grade repetition rates, as reported by the survey report, were Malawi with 60.3 percent, Mozambique with 59.7 percent, Swaziland with 52 percent and Uganda with 51.7 percent. (SACMEQ III, 2010).

In Kenya the latest figures for repeater rates are even higher. According to a report by the Kenya National Examinations Council (KNEC) carried out in the year 2010 and titled 'Monitoring Learner Achievements' 60 percent of children in Standard three had already repeated a class. The report also reveals that Nyanza Province had the highest number of repeaters, at 69 percent followed by Eastern

67 percent, Western and Coast Provinces had repeater rates of 60 percent and Coast 58 percent respectively. According to the report North Eastern and Nairobi Provinces recorded the lowest cases at 24 percent and 28 percent respectively. It is surprising to note that despite the Kenya Government's efforts to improve on learner participation in schools there still exist such high educational wastages that could be easily avoided in the first place. Through the child rights provisions in the Children's Act Of 2001, the government has made remarkable efforts to give the Kenyan child some of his very fundamental educational rights. These include: the right to education; protection from child labour; and protection from harmful practices such early marriages. Also included in this act is the policy on FPE that recognizes education as a fundamental strategy for human resource development. (R.O.K 2001)

The high repeater rates in Kenya seem to have resulted from the perception of efficiency in, and standards of, education through examination index. Okwach and Odipo (1997), in their education paper 'Efficiency of Primary Education in Kenya' noted that in Kenya the perception of efficiency through an examination index had had structural and financial impacts in schools, teachers, pupils and parents. As a result of this, they added, school management committees had to device ways of making sure that the 'right' candidates were registered for KCPE. They noted, too, that the practice of having only the right candidates registered for KCPE was one of the major root causes of forced grade repetition.

Ugenya District, being a new and recently created district, may not have analyzed data for the repeater rates for the district per se. Nevertheless crude data received from the Ugenya District Education Office portray what the situation is likely to be. The data indicates that the learner enrolment in class seven in the year 2010 was 3619. In the following year, only 2447 pupils were registered for KCPE. The 1172 who did not register for the KCPE examinations were, most likely, either forced to repeat or dropped out of school.

The consistent high repeater rates in Ugenya District, despite the outlawing of its application in schools, is an indication that there might be some opposing forces that have made it difficult for head teachers, teachers, pupils and parents to comply with the government policy of non repetition of classes. Some of these forces might be related, either directly or indirectly, to the high poverty levels in the district. This may be the case since Ugenya District is found in Luo-Nyanza region of the country which according to one of the latest UN agency reports, is one of the regions in Kenya that are classified as the poorest in the country (UNESCO, 2010).

1.2 Statement of the Problem

According to Circular No.QAS/N/1/22/(39) dated 21st January 2009, from the Permanent Secretary for the Ministry of Education, forced class repetition is outlawed in all schools in Kenya. This notwithstanding the practice is still

consistently being applied in primary schools in Ugenya District. Data from the DEO's office indicate that a considerable number of learners are still forced to repeat classes each year. For instance, in the 2011, out of the eighty four public primary schools in the district, eight of them recorded repeater rates of above 50% in class seven. One of the schools even had a repeater rate of 72.94 percent in class seven. Averagely, the district's class seven repeater rate that year, was 32.85 percent since out of the 3619 pupils that were in class seven the previous year (2010), only 2447 were allowed to enroll for the 2011 KCPE examinations. This number even included those who repeated class eight that year. This is an indication that the net enrolments in these schools that year was even smaller.

With such a scenario it is clear that the implementation of class repetition policy in primary schools in the district is still an illusion. This is so despite the glaring negative effects of class repetition that seems to be intensifying. These effects are felt not only by learners but also by the school administrators, the government, parents and other stakeholders involved in the funding of education. It is also important to note that the continued application of forced class repetition does not augur well for the government's aim of achieving the international goals such as Education for All (EFA) and the Millennium Development Goals (MDGs). It is also a drawback against the government's aspirations to become a middle level economy by the year 2030.

If a large number of pupils is forced to repeat classes each year, school systems need to employ more teachers and avail more classrooms and facilities, and instructional materials. In effect this leads to unnecessarily allocate more funds to the education sector of the government. By so doing other funds that would have been allocated to other sectors of development programmes and activities are strained. Since it raises the cost of schooling, it becomes a stumbling block to the county's effort to achieve universal primary education goal by the year 2015. It also impedes on the government's efforts in implementing the free primary education policy that was began in the year 2003 in Kenya. Furthermore research findings, by the National Center for Education Statistics (2009) has shown that class repetition is the single major factor that influences school dropouts. This, other than being an educational wastage is a stumbling block to government's effort to attain its goal of universal primary education by the year 2015. The failure to implement class repetition policy as was directed by the Ministry of Education through circular no. QAS/N/1/22/ (39), means more and more children still drop out of school as a result of forced class repetition.

1.3 Purpose of the Study

This study aimed to determine the factors that have major influence in the implementation of class repetition policy in primary schools in Ugenya District.

1.4 Objectives of the Study

The study sought to fulfill the following objectives:

- i) Determine how teacher-pupil ratio affects the implementation of class repetition policy in Ugenya District.
- ii) Determine the influence learners' family income level on the implementation of class repetition policy.
- iii) Determine how physical facilities in primary schools affect the implementation of class repetition policy.
- iv) Identify policy interventions that should be instituted to mitigate the problem of non-compliance with government's repetition policy in primary schools.

1.5. Research Questions

- i) What are the effects teacher-pupil ratio in the implementation of class repetition policy in Ugenya District?
- ii) What influence does learners' family income level have on the implementation of class repetition policy?
- iii) How does the situation of physical facilities in primary schools in Ugenya District affect the implementation of class repetition policy?
- iv) Which policy interventions should be instituted to mitigate the problem of non-compliance with the government's class repetition policy?

1.6 Significance of the Study

It is hoped that the outcome of this study may provide some insight on the best approach to be used in the implementation of class repetition policy in the public primary schools in Ugeenya District. The insight may also be useful in other districts that share the problems that exist in Ugenya District. When the policy is complied with by the school management more children will be able to complete their primary education within the required time. When this happens no extra funds are spent on their education as would be the case if they repeated. In cases where children are forced to repeat classes there are higher chances of these repeaters dropping out of school. This in turn denies them their educational rights and opportunities which in effect means being denied the opportunity to acquire knowledge and skills, the two major factors that are crucial in the development of an individual's socio-economic productivity, (Schultz, 1961) .

Since the outcome of this study may lead to the successful implementation of class repetition policy, it is likely to benefit different people or groups of people. These include learners, teachers, parents, policy makers, the Teachers Service Commission, and the government and its financial partners. The policy makers may use the outcome of this study to put into place policy interventions that will initiate and accelerate the implementation of class repetition policy. The successful implementation of this policy will open doors of benefits to other beneficiaries since the result of this will lead to reduced repeater rates in schools.

If repeater rates reduce teacher-pupil ratio in classes will improve leading to improved teacher-pupil contacts, easier class control and reduced workload for the teachers. Low repeater rates and high completion rates are signs of effective and efficient utilization of resources in an education system. This therefore means that the reduction of repeater rates and increase in completion rates in schools, that will result from the success in the implementation of repetition policy will benefit all stakeholders in education of Kenyan children. Those who provide financial and other resources to education sector such as parents and the government and its financial partners will benefit since there will be less wastage of these resources.

Education is one of the children's basic rights. Therefore when repeater rates are reduced there will be an increase in the actual class survival rates in schools. This will lead to children, who would have otherwise repeated and consequently dropped out of school completing their primary level of education. The benefit of implementation of this policy, therefore, is not only the effective and efficient utilization of education resources that will come out of it. The increased proportion of citizens with the necessary knowledge, skills, attributes and competencies and other attributes that enhance their productive capabilities will ultimately lead to an increase in the rate of socio-economic development of the country. This is a necessity in the country's development aspiration of Vision 2030.

1.7 Limitations of the Study

This study had some limitations. One of these was that other than the factors that were investigated in this study there might have been hidden others that also had contributed to hinder the effective implementation of class repetition policy in Ugenya District. To encounter this, headteachers were asked (in their questionnaires) to add more factors that they thought hindered effective implementation of the policy, other than those that were given by the researcher. Another limitation was that the researcher was not able to control the attitude of the respondents as they responded to the question items of the questionnaires. To mitigate this, the researcher took sometime to explain the importance of the study to the respondents. The fact that respondents, especially pupils, might have not given honest responses for fear of victimization by their teachers and parents was also a limitation of the study. To mitigate this fear the researcher assured them of the high confidentiality that would be accorded to their responses.

1.8 Delimitations of the Study

This study encompassed all public primary schools within Ugenya District. Private schools were not included due to their administrative and management logistics which seem to differ from those of public schools. From these schools, a sample of twenty schools was drawn. From this sample data was collected. The findings of the study after the data analysis were then generalized to apply to all public schools in the district. The study targeted head teachers and pupils as

respondents to provide information on factors that influenced the implementation of class repetition policy in primary schools.

1.9 Assumptions of the Study

This study assumed that:

- The pupil respondents would be ready to honestly reveal the number of times they have repeated classes, and their family levels of income.
- The non-compliance with class repetition policy by the school administrators and management committees has been mainly due to the factors investigated in this study.

1.10 Definition of Significant Terms

Drop out rate: Refers to the number of children who enroll in a school but are unable to complete the primary school cycle, in comparison to the total number of children enrolled in the school within a given time (e.g. one year).

Education wastage: Refers to the inefficient utilization of educational resources, facilities and opportunities.

Efficiency: Refers to extent of the efforts and commitments made to plan how to utilize the available resources and opportunities in order to maximally achieve the educational

goal of increasing retention and completion rates in primary schools.

Class repetition: Refers to the practice of requiring students who have been in a given grade level for a full school year to remain in the same grade for an extra year rather than being promoted to a higher grade along with their age peers, due to the pupils' lack of academic success.

Head teacher: Refers to the title given to the principal teacher who is in charge of a primary school.

Professional Training: Refers to the programmes and activities teachers go through in order to qualify as a teacher.

Repeater rate: Refers to the number of learners who are held in a class, out of the total enrolment in a school.

Social Promotion: Refers to the practice of promoting students to the next class level despite poor achievement at their current class level.

1.11 Organization of the Study

This study is organized into five chapters. Chapter one highlights the background and statement of the problem. Within this chapter, other sub-sections are: purpose of the study, research objectives, research questions, limitations, and delimitations of the study. Organization of the study and definitions of significant terms are also given in this chapter. Chapter two consists of literature review which is presented under the following sub-sections: why implementation of repetition policy should be reinforced; the effects of class repetition; and factors that make implementation of class repetition policy difficult to achieve. Also covered in this chapter are theoretical framework and the conceptual frame work.

Chapter three deals with the methodology of the study and presents the research design, target population, sample and sample techniques, and research instruments. Validity and reliability, and data collection procedures are also discussed in this chapter. Chapter four tackles data analysis, interpretation and presentation. Particularly it deals with; response rate of the respondents; and how the independent variables of the study have influenced the implementation of repetition policy in Ugenya District. Chapter five, being the final chapter on summary and recommendations based on the findings of the study. Here conclusions were made on factors that have had major influence on the implementation of repetition policy in Ugenya District.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter provides the conceptual background of the study. It outlines the conceptual and empirical literature of the variables of concern to study, and how they relate to the problem of the study. It also deals with the gaps which the study aims to fill. The theoretical framework on which the study is anchored and the conceptual framework of the study is also outlined here.

2.2 The Concept of Class Repetition

Class repetition is the practice of making students who have been in a given class level for a full school year to remain in the same class for an extra year rather than being promoted to a higher class along with their peers. According to a report by the World Bank Economic Review (2010), the practice is generally considered when a student does not meet the accepted level of performance necessary for promotion to the next class level, or in some cases, if a student seems immature or too young for his or her age. This practice is sometimes referred to as class retention.

UNESCO (2006), in its Education Policy Series publications, explains that class repetition takes five major forms, depending on the source and reasons for

decision to repeat. It states that when the decision to repeat is initiated by the student or their parents, acting on their behalves, it is termed as voluntary class repetition. When the decision comes from the school then this becomes forced class repetition. The alternative to class repetition is the social promotion. This is the practice of promoting underperforming students under the ideological principle that staying with their own age peers is important for the learners' success. Class repetition practice is often used with hope of giving the student more time to acquire subject matter, organization behavior and management skills before moving to the next class level.

2.3 Origin and Forms of Class Repetition

Historically, class repetition was widespread in British schools as early as the sixteenth century (Rose et al, 1983). Public schools in the United States closely followed many of the educational practices of their British forerunners. The introduction of graded schools in the United States led to the use of class repetition in schools in the United States. Here, in many school systems, as reported by Mainardes (2001), class repetition combined to be a common practice until 1930s. From 1940s, he continues, the United States policies of social promotion appeared to be intended to reduce the number of overage low achieving students and high repeater rates in schools

2.4 Prevalence of Class Repetition

Class repetition as a practice has been steadily declining in developed countries. In a number of these countries the policies of social promotion are being used instead. In the United States, for example, the social promotion policies began to be applied as from 1940s. These appeared to be intended to reduce the number of overage low achieving students, and repeater rates. (Rose et al, 1983). A report by PISA (2009), affirms that grade repetition practice is non-existent in some developed countries and that where it still exists it is minimally applied. The report continues to state that where grade repetition is still applied in the developed countries, a standardized test is used to determine whether a student should be promoted or not to the next grade level. In these countries teachers too are well trained to make promotion/repetition decisions.

Data released by the Program for International Student Assessment (2009) show that class repetition is nonexistent in Japan Korea and Norway, and that in Finland, Iceland, Slovenia and the United Kingdom 97% of students have reported that they have never repeated a class. The diminishing application of class repetition in developed countries may be based on the fact that potential for negative effects constantly outweigh its positive outcome. (PISA, 2009).

In Africa and other developing countries in other continents the practice is still a common practice. Here the practice is often considered as a remedy for low achieving pupils based on the assumption that automatic promotion would disadvantage them. (SACMEQ III, 2010). In most of these countries, according to a study by UNESCO (2006), the major influence on making decision on whether a pupil should be promoted or retained is mainly the opinion of the teachers , unlike in the developed countries where standardized tests are used. The same study also reported that teachers in developing countries ordinarily are not trained to make promotion/repetition decisions, and do not have access to the detailed achievement standards and aligned assessment.

2.5 The Need for the Implementation of Class Repetition Policy

As was observed in the report by the World Bank Economic Review (2010 volume 24), there is little research to prove that class repetition is an effective practice. The report argued that the practice can help sometimes but early repetition of class is harmful and overall repetition is risky. According to the same report cumulative research evidence shows that the potential for negative effects of class repetition consistently outweigh its positive outcome. Pegani (2008), too decried class repetition and argued that studies with longitudinal comparisons shows that any positive effects of class repetition fades out over a two or three years period.

Class repetition may be used in lower classes when a pupil fails to make significant progress in key subjects such as Mathematics, Reading and Writing, as stated by a World Bank report in its 2010 volume 4 issue. The practice is also considered, it continues, when a pupil does not meet the accepted level of performance necessary for promotion to the next class, and if a pupil seems to be immature or too young for his class. Many schools, especially, in the developed world, use standardized tests to determine whether a pupil should be promoted to the next level or not. In many developed countries class repetition has been banned or strongly discouraged. In Canada and the United States, for example, repetition is usually restricted to the specific subjects that the learner failed. This allows the learner to be promoted in one subject but retained in another that he failed. This means that a student does not repeat a class but only the subject failed.

In most countries in Africa decision about class repetition for individual pupils can often be faulty because they tend to be based on school-level perception rather than justified national criteria. SACMEQ III (2010) Report indicates that research evidence has shown that decisions on pupil performance are made by individual teachers. Pupils are often judged relative to their classmates rather than in comparison with acceptable performance levels for school system as a whole. As a result, some pupils (especially in high achieving schools) are made to repeat class when they would be promoted if they attended low-achieving schools.

Proponents of class retention argue that the application of grade repetition practice will send the message to the pupils that poor performance and minimal effort will not be permitted. In some school systems the practice is seen to be a valid corrective action that should be taken in cases of academic failure. There are also exceptions to the usual association between class repetition and low achievement. In Kenya, for example, some pupils who are allowed to repeat are selected for their high academic potential, as a way to prepare them to compete for limited secondary school openings. (SACMEQ III, 2010).

The arguments for class repetition seem to be based on common sense rather than being based on research. In fact, as reported by the World Bank Economic Review (2010) class level retention has been researched for years and much of the research has found the more negative effects than positive ones. Many of these negative effects have impact on academic achievement, social adjustment and behavior, and the students post school life. According to a report by the Institute of Policy Analysis and Research (2008) empirical research has shown that class repetition does not improve the achievement of children as measured by tests of basic skills. It continues to state that studies indicate repetition is either ineffective or harmful, with more negative than positive effects on learners.

2.6 Effects of Class Repetition on the Learners

According to World Bank Economic Review (Jan 2010) class repetition research findings have found many negative effects on the students, schools and the country at large. On the students many of the negative effects have impacts on their academic achievements, social adjustments and behavior, and the students post school life. Basing his arguments on the studies by Yamamoto and Byrnes (1987), Brophy (2006), argues that:

School imposed or forced grade repetition is stressful to students and associated with reduced self esteem, impaired peer relationships, alienation from school, and sharply increased likelihood of eventual dropout. Voluntary grade repetition also has negative effects on social, emotional and behavioural aspects of adjustment to school. Although their teachers and even their parents view it as an enabling opportunity, students experience as a personal punishment and social stigma.

At school levels grade repetition is said to negatively affect school operations because high levels of grade repetition lead to increased class room sizes and class room management problems due to large age differences among pupils in the same classroom. At the national levels grade repetition is blamed for increasing the overall cost of schooling. If many pupils repeat each year, school systems need to employ more teachers and avail more classrooms and other facilities.

Research findings show that there are no significant differences between promoted and retained students on measures of achievement or personal and social adjustment. In those studies that did show a difference the results favoured the promoted students, especially on measures of achievement. (Pegani et al, 2008). Repetition, instead, leads to dropout and overage pupils in schools. The National Centre for Education Statistics (NCES, 2009), too, argues that grade repetition can increase the likelihood that a student will drop out of school. It continues to state that students who drop out are five times more likely to have been retained than those who graduate.

2.7 Factors that affect Implementation of Class Repetition Policy

Most research in class repetition's relationships to educational outcomes has been done in developed countries (Brophy, 2006). The findings of these studies, therefore may not generalize well to developing countries where repetition repeater rates are higher than in the developed countries. Furthermore, repetition in developing countries is more likely to be initiated or at least accepted by the family rather than imposed by the school administration (PISA 2009).

The socio-economic differences between the two worlds may also not make the causes of class repetition the same. In developed countries absenteeism from school, for example, may not pose as much problem as it does in developing countries. In developing countries, especially in rural areas, many learners may

miss many school days because of health problems occasioned by poverty or because their families require them to assume childcare or work responsibilities.

Surveys on the effects of forced class repetition seem not to have provided much concern to the government public in Kenya until the year 2009. This is when the Ministry of Education, through its permanent secretary, issued a directive through a circular No.QAS/N/1/22/ (39) that outlawed forced class repetition. Despite this forced class repetition is still a prevalent practice in many, if not all, primary schools in Ugenya District. School administrators are regularly reminded to implement the policy of class repetition but it seems some factors would not allow them to. In order for the implementation of this policy to succeed, it is worth noting, certain programmes need to be put into place. One of such programmes would require school administrations to initiate school programme planning (curriculum planning) at the institution level which would aim to effectively cater for different kinds of learning needs of children.

Through such programmes children with different types of learning needs would be identified at the early stages of their careers and then provided with the necessary assistance. These types of assistance may include support system of extended learning programmes and one to one tutoring. (NASP, 1998).The programmes may provide a better way to support struggling students without unnecessarily applying class repetition practice which, more often than not, leads

to dropping out of students. Without early diagnosis and target intervention struggling students are unable to catch up with their peers whether they are promoted or made to repeat (David, 2008).

The school administration should also be able to initiate programmes that would cater for the needs of children from families with low income. These programs should aim at supplementing the essential needs that these children cannot adequately get at their homes. These may include starting lunch programs in their various schools and buying school uniforms for those that are in need. They should also be in a position to supplement the teaching staff to boost the quality of curriculum implementation. Several factors might therefore, have influenced the non-compliance with this policy. This study will survey three factors which seem to be more outstanding. They are: teacher-pupil ratio in a school; the level of a learner's family income; and the inadequacy of physical facilities in schools.

2.7.1 The Teacher-Pupil Ratio in Schools

As reported by Abagi & Odipo (1997), there exists an important relationship between teacher-pupil ratio and pupil's achievement. Fewer pupils per teacher give more opportunity for interactive and effective learning. Pupils, therefore learn better in smaller classes. This situation enhances academic performance of both teachers and learners since there is increased teacher-pupil contact. This increased teacher-pupil contact increases the level of attention and participation

per pupil. In situations where pupils' number per teacher is large teachers become overburdened in their efforts to have contact with each of the learners in a class. In such cases a lesson may end where most of the learners have not acquired the concept of the lesson topic; and therefore 'insufficient' learning takes place. Such scenarios more often than not end up in situations where a number of pupils in a class do not qualify for the promotion to the next class.

2.7.2 The Adequacy of Physical Facilities in a School

In order to have school programmes operating towards the achievements of desired goals, adequate physical facilities should be made available in schools. Physical facilities in primary schools include: buildings such as classrooms; pit latrines; furniture, especially desks for learners to sit on; and land on which other facilities create conducive learning environment within which the school community can work comfortably and effectively to achieve institutional goals and objectives. Furnishing classrooms with the appropriate furniture for example, is key to ensuring that learners are seated comfortably and are able to learn well. Children who are seated well on suitable chairs and desks or benches, will be able to acquire good writing skills, have good eye-contact with the chalkboard, and concentrate better. (MOE 2011).

Adequate buildings such as classrooms are also essential in children's learning. The availability and safety of the buildings contribute towards the creation of

conducive learning environment. Physical facilities, therefore contribute to effective learning since their adequacy will lead to improved teaching and learning; increased retention of learners; improved development of a sense of belonging among learners; and development of ownership in the parents and the school community in general. (MOEST 2004).

2.7.3 Learners' Family Level of Income

In several families in Ugenya District, many young children of school going age are left with their aged grandparents whose physical capacity cannot allow them to provide the required assistance to these orphans. In some instances children even play the role of parents to their younger siblings .These are the cases where both parents are deceased and no close relative is ready to accommodate them. In cases where one or both parents are present but the poverty level is high, these parents cannot adequately provide the required assistance to their children both at home and at school. In this district, it is not strange to encounter children who show several signs of poverty. These children lack basic care such as shelter, food, clothing, security, and affection and protection offered by parents and guardians. Sessional Paper No.4 on HIV in Kenya (R.O.K, 2001), states that such children do not grow well physically, socially and/or psychologically. The paper continues to argue that children in such condition are vulnerable to exploitation by unscrupulous individuals in matters of sex and labour.

The scenario does not auger well for the children's effective learning. Proper nutrition, for example, is very essential in pupils learning .Well nourished pupils are generally healthier, more active, learn better in schools, and have a greater chance of fulfilling their potential (MOE, 2011). Poverty can also lead to low esteem. Children from poverty stricken homes are quick to notice that other children dress better than they do and then they become embarrassed. This can cause them to withdraw in class. Other than low esteem occasioned by poverty, repetition can also result from the constant dropout and re-entry attributed to non-payment of school levies. (Wasanga & Kyalo 2010).

With inadequate research findings to prove that grade repetition is an effective practice it is surprising that despite it being an outlawed practice it is still prevalent in many schools. The practice has been proven to have negative effects on the learners' academic achievement and even on his post school life yet it is still preferred to social promotion. It is also a sign of inefficiency and a form of educational wastage yet the people entrusted with the management of education such as headteachers, outrightly select not to comply with the governments' policies that aim to mitigate the problem. Our country being a developing country that dearly needs educated and skilled populace to effectively participate in its socio-economic development can not gain much from the policy of grade

repetition. Its continued practice in schools therefore is an impediment to the country's aspirants to become a middle levels economy by the year 2030.

2.8 Theoretical Framework

This study is anchored on the Human capital theory as proposed by Schultz (1961) in his book 'The Economic Value of Education'. The theory states that the economic value of education and training enhances the productivity of an individual which in effect enhances all forms of development be it social, political, economic or cultural. The theory emphasizes that most of the economic abilities of people are not given at birth or at the time children start schooling. The abilities are enhanced as one continues to involve in the process of schooling through which one acquires knowledge, skills, attributes and competencies, and other attributes that enhance productive capacities in human beings. The economic value of education therefore basically depends on the proposition that people enhance their capacities as producers and consumers by investing in themselves.

The importance of education as a factor of development is that it enables the educated human capital to coordinate the effective use of other factors of production. As one keeps on being retained in school and climbs to higher class levels of education the more the individual acquires cognitive knowledge that sharpens the skills needed to make the human capital more productive. Schooling

leads to higher productivity and efficiency of the workforce. When a pupil completes his/her primary school education it is hoped that he/she should have acquired the necessary basic knowledge, skills, attitude and competencies necessary to make him/her more productive than those who have not completed their primary level education. This enables him/ her to effectively contribute to his wellbeing and the socio-economic development of the country.

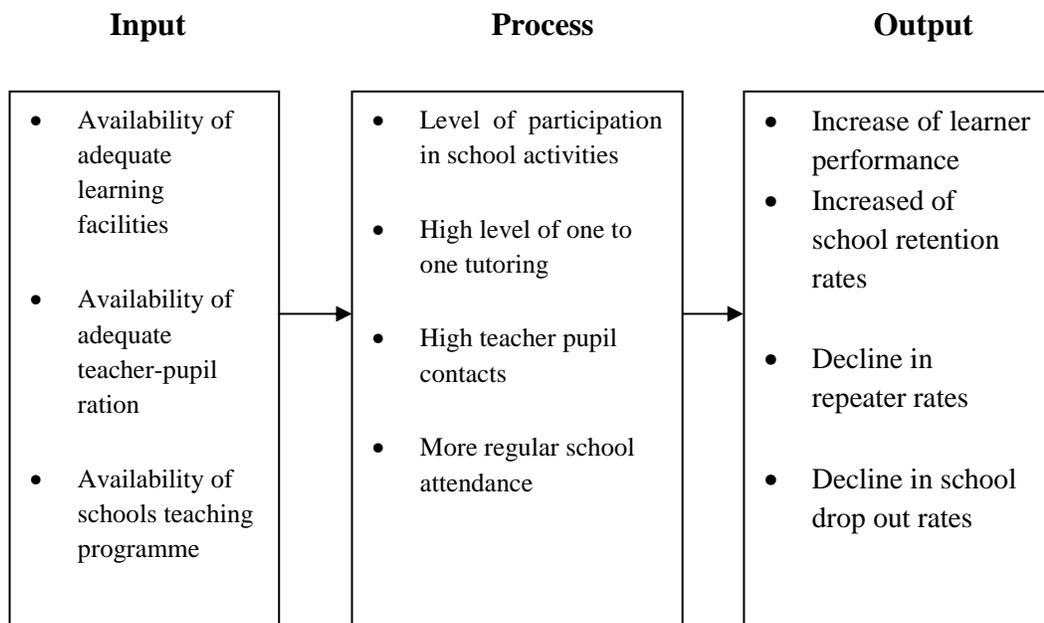
This theory is relevant to the study since its proposition supports retention of pupils in schools. Retention of pupils in schools will be enhanced if some of the following are available in schools: adequate learning facilities; adequate teacher pupil ratio; and effective teaching programmes. If there are available in schools there will be high levels of learner participation in school activities. This will in effect translate to increased learner performance. The ultimate result of this situation will be a decline of repeater rates and therefore decline in school dropouts.

Forced class repetition which in effect leads to dropout goes against the human capital theory proposition that the more one stays in school, and climbs up through education ladder, the more he/she becomes a more active and productive participant in the country's socio-economic development.

2.9 Conceptual Framework

For the implementation of class repetition policy to succeed, there should be appropriate and adequate resources and educational programmes in schools. When these resources are effectively and efficiently utilized the results are always desirable. Figure 2.1 below shows the outcome of the availability of the some of these resources and if they are effectively and efficiently utilized.

Figure 2.1: Conceptual Framework of factors that influence the implementation of class repetition policy in primary school



The conceptual framework in Figure 2.1 above shows that the availability of adequate learning facilities, good teacher-pupil ratio, and the availability of supplementary learner diets are some of the factors that determine the quality of learning and teaching activities that take place in a school. Their availability and the adequacy in which they are available, will dictate the quality of learning and teaching activities that take place in a school. When there is favourable learner participation in school activities such as regular school attendance and high learner participation in school activities, in addition to high teacher-pupil contacts the outcome is bound to be encouraging. When there is high quality learning and teaching activities in schools the result will always be increased learner performance and school retention rates.

This will also translate into decline in repeater rates and dropout rates. With the existence of such situations in schools it will be comparatively easier to manage classes and schools in general, and forced class repetition will no longer be a problem.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section gives details on: the research designs that were used; target population; and the sampling techniques that were used to attain the sample from which the data were collected. Details on research instruments are also given on issues such as the type of instruments that were used, and their validity and reliability.

3.2 Research Design

This study adopted a descriptive survey design. The major purpose of this design is to describe the characteristics of the sampled respondents (Fraenkel, 2006). It is used to study across section of a sample of a population at a single point in time (Ary et al, 2006). This involved activities such as sampling a representative group from the research population; use of questionnaires and document analysis guides to collect data from respondents. It also adopted an explanatory procedure since it went beyond merely collecting data on variables but also attempted to use the data to explain how these variables have influenced the implementation of class repetition policy in primary schools in Ugenya District.

3.3 Target Population

Target population “are the people about whom you wish to learn something” (Ary et al, 2006). In this study the target population was identified as all the members of a real hypothetical set of people who the researcher wished to generalize the results of the study (Borg and Gall, 1996).

Ugenya District has eighty four public primary schools. The target population therefore was all the eighty four public primary schools in the district. The total pupil population in these schools was 36104 from which a research sample had to be obtained. Since each school had one head teacher, there were 84 head teachers to sample from. This gave a total population of 36188 from which respondents were sampled.

3.4 Sample and Sampling Procedure

Sampling was done through the application of simple random techniques. The technique would allow every subject in the population equal independent chance of being selected, (Mugenda & Mugenda 2003). To do this, all the names of the eighty four public primary schools were written, each on a piece of paper. All these pieces of paper had the same colour and size. The pieces of paper were rolled and put in an open box and then mixed. The first twenty names that were drawn from the box, without replacement, were the ones used as the sample for the study from which data were collected.

From the twenty schools sampled, a second simple random sampling was done to get twenty respondents from each of the sample schools. This was obtained from classes seven and eight of the schools. Each of the classes produced ten respondents. To do this, pieces of paper equal in number to the class roll were used. Numbers one to the last number in the class roll were written on the pieces of paper that also had same size and colour. If the class roll was forty, for example, numbers 1 to 40 were to be written on the pieces of paper. These pieces of paper were rolled, put in an open box and then mixed. Pupils in the class were then allowed to pick one piece of paper each from the box. Those who picked numbers 1 to 10 were to be the ones to participate in the study as respondents.

Table 3.1 below shows the sample size of the respondents per school.

Table 3.1: Sample Size

| Category | of Sample of Respondents |
|-----------------------|---------------------------------|
| Head teachers | 1 |
| Class 8 pupils | 10 |
| Class 7 pupils | 10 |
| Total | 21 |

3.5 Research Instruments

Two types of instruments were used to collect data. These were self administered questionnaires, and document analysis guides. The self administered questionnaire as defined by Bernard (2006) is a questionnaire that a respondent completes on his/ her own either on paper or any other writing material provided, by answering questions designed to obtain answers pertinent to research hypotheses. This type of instrument were considered appropriate since all the respondents were expected to have had sufficient literacy level to enable them read, understand and answer the given question as required. This instrument was applicable here since the study area was not too large and therefore it was not difficult to disperse the questionnaires to the respondents. A further justification for the application of self administered questionnaire was the fact that it was considered less expensive as compared to the personal interview or telephone interview.

The document analysis guide, as an instrument assists the researcher in the systematic collection, organization and interrogation of documents. Here this guide was in a form of fill in table that provided sufficient indications of what documents to search and information to look for. The information got from these records was useful in the analysis of data such as teacher establishment, and pupils gross enrolment in a school within a given period. The necessary

documents here included school enrollment registers, class attendance registers, monthly statistical returns and quarterly statistical returns.

3.6 Instrument Validity

To ensure the validity of the questionnaires used, the following had to be done. First, since some of the questions were based on the respondents' attitudes and opinion, multiple-choice questionnaires with adequate options were used. Secondly for the objectives where construct variables were measured there were the inclusion of as many contents of the constructs as possible.

Thirdly, questionnaires were piloted and the questions and answers provided by the respondents were then analyzed to determine their validity. To do this, two head teachers and twenty pupils, from two schools were selected from the study population (but outside the study sample). Each school provided a head teacher and ten pupils. Here if one of the two schools provided respondents from class seven, the other provided respondents from class eight. This was to ensure that both classes were included in the piloting. The ten respondents from each school were then obtained through random sampling.

3.7 Instrument Reliability

Instrument reliability refers to the degree to which a test consistently measures whatever it is intended to measure. The more reliable an instrument is the more

confidence we can have that the data obtained from the research are essentially the scores that would be obtained if the research were re-administered to the same respondents, (Gay et al 2006).

To ensure that the instruments of data collection here were reliable, equivalent forms method was used. This was done during piloting where two different but alternative forms of the questionnaires were administered to the respondents in the pilot schools at the same time. The question items were different on the two forms of questionnaires but constructed to sample the same content. The two sets of data from the two forms of questionnaires were used to calculate reliability coefficient. This was done using the formula $r_{xx} = r_{xT}^2$, where r_{xx} is the reliability coefficient and r_{xT}^2 is correlation between the two scores.

3.8 Data Collection Procedures

The researcher first sought the authority to conduct the research from the National Council of Science and Technology. He then got the consent of the District Commissioner, Ugenya District, to conduct the research in the district. Collection of data was done using two different types of instruments. These were questionnaires and document analysis guides. The questionnaires were delivered to the sample schools and left there for an agreed period of time. This was the period the respondents used to fill in the questionnaires. They, (questionnaires) were then collected from the schools ready for their analyses.

For the administration of the document analysis guides, the researcher visited the head teachers' offices one by one. He also visited other education offices within the district to get the necessary records. From these offices the researcher requested for the necessary records from which he extracted information that was needed.

3.9 Data Analysis Techniques

The analysis of data obtained from the field began with identification and correction of mistakes in the data. Mugenda and Mugenda (1999) say that data have to be cleansed before coding. The corrected data had therefore to be coded. This was done, as stated by Nachimias (1996), to enable classification into meaningful categories. After coding had been done the data were then analysed according to their themes. This study generated both quantitative and qualitative data. For the quantitative data, analysis was done by use of frequencies, percentages and averages. On the other hand, qualitative data had first to be organized into themes corresponding to the study objectives. These were coded into descriptive codes, and descriptive data techniques were then used to analyze the data

CHAPTER FOUR

DATA ANALYSIS INTERPRETATION AND PRESENTATION

4.1 Introduction

In this chapter, analyzed data that were submitted from questionnaires that were submitted to schools are presented. These data are based on the study objectives that concerned: determining how teacher pupil ratio affect the implementation of class repletion policy; determining the influence of learners family income level on the implementation of the policy; determining how physical facilities in primary school affect the implementation of the policy; and identifying policy interventions that should be initiated to mitigate the problem of non-compliance with the government's efforts to reduce repeater rates in schools.

The data presented here therefore are the outcome of research findings which aimed at establishing factors that influence the implementation of class repetition policy as had been directed by the permanent secretary of the Ministry of Education, in the year 2009, through a circular No. QAS/N/1/22/(39). This directive outlawed the practice of forced class repetition in all schools in Kenya. The format of presentation of data applies the use of descriptive, tabular and graph forms.

4.2 Background Information on the Respondents

The respondents of this study consisted of headteachers and pupils of classes seven and eight of the sample schools. Each of the classes produced ten pupils and therefore each school produced twenty pupils as respondents. The information is given in table 4.1 below.

Table 4.1: Background Information on the Respondents

| Category of respondents | Sample of Respondents |
|--------------------------------|------------------------------|
| Head teachers | 20 |
| Class 8 pupils | 200 |
| Class 7 pupils | 200 |
| Total | 420 |

4.3 Questionnaire Return Rate

The questionnaires were administered to twenty head teachers and four hundred pupils. Out of the twenty head teachers, sixteen responded to the questionnaires and four did not respond. The response rate for head teachers was, therefore, 80 percent. On the other hand, out of the four hundred pupils that were given questionnaires to fill in the response was as follows: one hundred and eighty out of the two hundred class eight pupils responded to the questionnaires submitted to them; and one hundred and sixty five out of the two hundred class seven respondents supplied with questionnaires responded. The response rates for head

teachers, class seven and class eight respondents were 80 percent, 82.5 percent and 90 percent, respectively.

Table 4.2: Questionnaire Return Rate

| Category of respondents | Sample Size | Questionnaires returned | Percentage return rate |
|--------------------------------|--------------------|--------------------------------|-------------------------------|
| Head teachers | 20 | 16 | 80% |
| Class 8 pupils | 200 | 180 | 90% |
| Class 7 pupils | 200 | 165 | 82.5% |
| Total | 420 | 361 | 85.95% |

4.4 Background Information on Issues related to Class Repetition in Public Primary Schools

Responding to the questions aimed to establish the situation of class repetition the results showed that all the schools that responded to the questionnaires submitted to them practiced class repetition, both voluntary and forced. The result further revealed that among the class seven respondents, more than 50 percent of them have repeated a class at least once. Of the eighteen schools that responded the school with the least number of pupils that had repeated a class at least once since they enrolled in class one had a rate of 50 percent. The school that had the highest rate had 90 percent, as shown in appendix V. In other schools the rate rose as high as 90 percent. Averagely out of the one hundred and sixty five pupils that

responded to the questionnaires, one hundred and twenty seven of them had repeated a class at least once since they enrolled in class one, giving a rate of 74.49 percent.

For class eight pupils the findings gave a lower repetition rate. The school with the lowest rate had 40 percent while the school with highest rate had a rate of 100 percent. This indicates that in some schools all the learners in class eight had repeated at least a class from the time they enrolled in class one. On average, out of the one hundred and eighty pupils that responded to the questionnaires submitted to them, one hundred and thirty of them had at least repeated a class, a percentage of 72.22. These results are also shown in Table 4.3.

Table 4.3: The Situation of Class Repetition in Public Primary Schools in Ugenya District

| Class | Number of respondents | Have repeated a class | Have never repeated a class | Percentage of repeaters |
|--------------|------------------------------|------------------------------|------------------------------------|--------------------------------|
| 7 | 165 | 127 | 38 | 76.97% |
| 8 | 180 | 130 | 50 | 72.22% |
| Total | 345 | 257 | 88 | 74.49% |

According to the data in Table 4.3 classes seven and eight pupils in the district, consist of repeaters than non repeaters. The repeaters make up almost seventy five percent of the total pupil number in classes seven and eight in the eighteen schools that provided information to this question. This is an indication of high wastage of resources that are allocated to these schools.

4.4.1 Manner and Rates of Class Repetition

In response to the question as to whether they had been forced to repeat classes they repeated or they repeated voluntarily, the results of pupils' responses showed that some repeaters were forced to repeat and some repeated voluntarily. Out of the one hundred and twenty six class seven pupils that responded to the questionnaires provided, sixty said they were forced to repeat and sixty said they repeated voluntarily. For class eight pupils, on the other hand, out of the one hundred and twenty nine pupils that responded to the question, forty five of them said they had been forced to repeat. The other eighty four responded that they willingly repeated the classes. Table 4.4 below gives a clearer picture of the pupils' responses.

Table 4.4: Manner and Rates of Class Repetition

| Class | Number of respondents | Voluntary repeaters | Forced repeaters | Percentage of forced repeaters |
|--------------|------------------------------|----------------------------|-------------------------|---------------------------------------|
| 7 | 126 | 66 | 60 | 46.61% |
| 8 | 129 | 84 | 45 | 34.88% |
| Total | 255 | 150 | 105 | 41.17% |

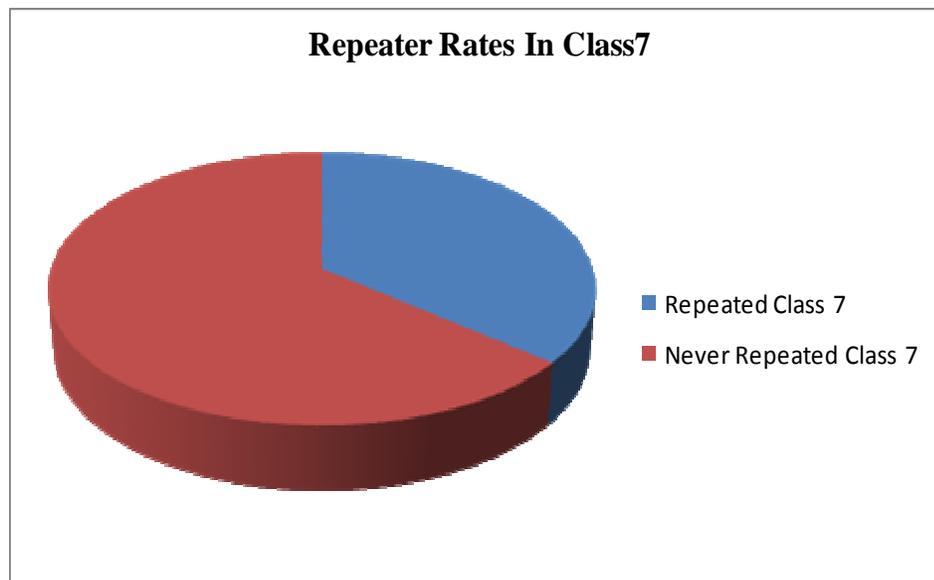
The results in Table 4.4 also show that out of the two hundred and fifty five pupils that responded the question one hundred and fifty of them said that they repeated voluntarily. On the other hand one hundred and five of the two hundred and fifty five respondents indicated that they were forced to repeat. The forced repeaters, who constituted 41.17 percent of the respondents, were more likely to drop out of school.

It should be noted here that even if most class repeaters did so voluntarily, the main cause for their repetition was that they did not qualify for promotion to the next class. The main issue to be addressed here, therefore is not how many of them repeated voluntarily, but why they did not qualify to be promoted to the next class level. The answers to this question would range from: irregular school attendance; inefficient teacher pupil contact, especially to struggling learners; and inadequate physical facilities that would enable a learners' friendly environment.

4.4.2 Rate of Class Repetition in Class Seven

To determine the rate of repetition in class seven, both classes seven and eight pupils were asked whether they had repeated class seven or not. Their responses are given in Figure 4.1.

Figure 4.1: Rate of class Repetition in Class Seven



Being a class that would determine whether one ‘qualified’ for KCPE candidature or not, the results got show that more than a third of the respondents had repeated class seven.

4.5 Influence of Family Income Levels of Learners on their Performance

To determine the levels of income of families from which the learners came, both classes seven and eight were asked questions to establish the following questions:

the number of meals they ate in a day; and whether they stayed with their parents, grandparents or other relatives. Their responses were captured in Table 4.4.

Table 4.5: Learners Home Background

| Class | Number of respondents | Stay with parents | Stay with grandparents | Stay with others |
|--------------|------------------------------|--------------------------|-------------------------------|-------------------------|
| 7 | 165 | 111 | 43 | 11 |
| 8 | 180 | 126 | 38 | 16 |
| Total | 345 | 237 | 81 | 27 |

Table 4.5 shows results that indicated that there are several cases where learners are total orphans and either stays with their grandparents or other relatives. Out of the one hundred and sixty five classes, seven pupils that responded to the questionnaires that were submitted to them forty three of them stayed with their parents while eleven of them stayed with other relatives of theirs that were neither their parents nor their grandparents. For class eight pupils, out of the one hundred and eighty pupils that responded to the submitted questionnaires, one hundred and twenty six stayed with their parents, thirty eight of them stayed with their grandparents and sixteen stayed with their other relatives.

The indication here is that a substantial number of learners do not stay with their parents. They are therefore likely to be involved in activities such as childcare and work responsibilities.

These results as presented in Figure 4.2 below constitute a substantial percentage.

Figure 4.2: The Proportion of Learners who do not stay with their Parents

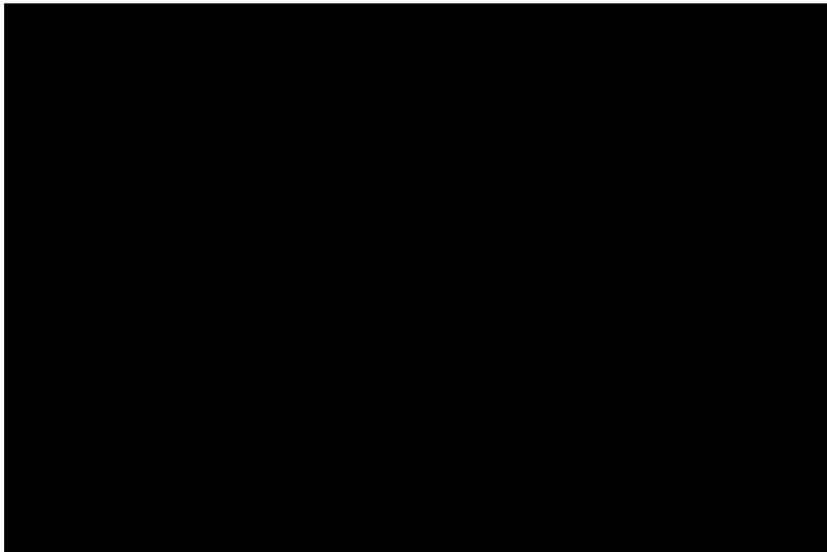


Figure 4.2 indicates that about a third of the total number of learners in classes seven and eight do not stay with their parents but stay with either their grandparents or their other relatives.

To further determine the income levels of the families with which the pupils stay, the pupil were asked to state the number of meals they ate in a day. Their response is shown in Table 4.6.

Table 4.6: Number of Meals Pupil Eat in a Day

| Class of repeaters | Eat 3 meals a day | Eat less than 3 meals a day | Sometimes none | Total |
|---------------------------|--------------------------|------------------------------------|-----------------------|--------------|
| 7 | 93 | 65 | 7 | 165 |
| 8 | 85 | 78 | 23 | 180 |
| Total | 178 | 143 | 30 | 345 |

As is indicated in Table 4.6, one hundred and seventy three out of three hundred and forty five pupils that responded to the question as to how many meals they ate in a day, one hundred and forty three of them said they ate less than three meals in a day. This is almost a half the number of the pupils who responded to the question, a very high fraction indeed. The results also show that out of the one hundred and forty three that ate less than three meals a day thirty of them sometimes did not eat even a single meal some other days.

With the inadequate meals, this category of learners is likely to be malnourished and less active. They therefore may not be able to fulfill their potential in learning.

4.5.1 Effects of Physical Facilities on Effective learning

To establish the situation of physical facilities in public primary schools in Ugenya District, the questions asked were intended to shade some light on: the average number of pupils that share a classroom in a school; the average number of learners that shared a desk in a school; and the carrying capacity of the types of desks in a school. The details of this information are given in appendix VII.

The outcome of questions that were directed to respondents to solicit for answers that would give information on how they shared space in their classrooms in their various schools resulted into the information provided in Table 4.7.

Table 4.7 Average Distributions of Pupils per Classroom

| Category | Frequency |
|-----------------|------------------|
| 26-30 | 2 |
| 31-35 | 1 |
| 36-40 | 5 |
| 41-45 | 0 |
| 46-50 | 1 |
| 51-55 | 4 |
| 56-60 | 1 |
| 61-65 | 0 |
| 66-70 | 1 |
| 71-75 | 1 |
| Total | 16 |

The information in table 4.7 above shows that there are a considerable number of cases where classrooms are overcrowded. Three of the schools, according to these data, have an average of more than fifty five pupils in one classroom. According to this information, the pupil class ratio in the district range from below thirty pupils per class to above seventy. When the mean pupil class ratio is calculated using the data collected in this study a ration of 46.6 is attained. This is much above the national ratio of 35.5 in the 2007 (ROK 2007). The congested classrooms might have had some effects on the learners' performance and

therefore affected the effective implementation of the policy. This is so since in a congested classroom movement becomes a problem and in effect reducing the human interaction between the learner and the teacher. This situation, other than being a health hazard, does not help in creating a conducive learning environment.

When head teachers were asked to state the pupils' rolls, the number of desks they had, and the carrying capacity of desks they had in their various schools, they gave the results shown in Table 4.8.

Table 4.8 Sharing of Desks in Classrooms

| Utilization of desks | Frequency |
|-----------------------------|------------------|
| Underutilized | 2 |
| Adequately utilized | 7 |
| Over utilized | 7 |
| Total | 16 |

The results in Table 4.8 indicate that in two schools out of the sixteen schools that returned their questionnaires, two of them have more than enough desks for their learners. Seven of these schools have just enough desks for their learners. The rest seven schools do not have enough desks for their learners. This means that seven out of the sixteen schools, learners do not seat comfortably enough to enable them

acquire good writing skills, have good eye contact with the blackboard, and concentrate adequately in the class activities (MOE 2011).

4.5.2 Effects of Teacher Pupil Ratio on the Implementation of Class Repetition Policy

To give informed answers to the research question that aimed to establish whether pupil teacher ratio influenced the implementation of class repetition head teachers provided the information recorded in Table 4.9.

Table 4.9 Distribution of pupils' teacher ratio

| Category | Frequency |
|-----------------|------------------|
| 26-30 | 1 |
| 31-35 | 2 |
| 36-40 | 3 |
| 41-45 | 1 |
| 46-50 | 2 |
| 51-55 | 5 |
| 56-60 | 1 |
| 61-65 | 0 |
| 66-70 | 0 |
| 71-75 | 1 |
| Total | 16 |

As indicated in table 4.9 above, the pupil teacher- ratio in the sixteen schools that returned their questionnaires varied from one school to another. The school with the least pupil-teacher ratio had a ratio of thirty six and the one the largest pupil-teacher ratio had a ratio of seventy four. This gave a ratio range of thirty nine .The average pupil-teacher ratio, as found by this research, was forty eight point five percent (48.5%). This was higher than the national ratio which stood at forty six point seven eight (46.78), as reported by the World Bank in their 2010 economic report. Despite the modest ratio there is indication that there is a problem with the teachers' distribution in the schools.

In the cases where the pupil teacher ratios were high, undoubtedly, there ere less teacher pupil contact resulting to inefficient learning. Teachers become overburdened in their efforts to contact each of the learners in a class. In such cases lesions end when some of the learners have not acquired the concept of the lesion topic. This in effect contributed to the learners' failure to qualify for promotion and consequently hindering the implementation of the policy.

4.6 Headteacher opinions on Causes of Learners' High Repeater Rates

In trying to establish the main causes of learners' failure to be promoted to the next class, head teachers were given the following reasons as some of the causes of class repetition in public primary schools: inadequate physical facilities; malnutrition among children from low income families; high absenteeism among

children from low income families; and pupil teacher ratio in schools They were then asked to rank these reasons according to the strength of their effects, as per their opinions. The outcome of this exercise is shown in Tables 4.10 a and b.

Table 4.10 a.: Causes of failure for Grade to Grade Transition Ranked as the First Major Cause

| Cause | Frequency of selection as first major cause |
|--|--|
| High pupil teacher ratio | 7 |
| High absenteeism of learners from low income families | 6 |
| Inadequacy of physical facilities in schools | 1 |
| Malnutrition among children from low income families | 3 |
| Total | 16 |

Table 4.10 a indicates that high pupil ratio was selected, by the majority of the head teachers that responded to the question, as the first major cause of inability to qualify for promotion to the next class. High pupil absenteeism was the second most selected as the major cause. The least selected was the inadequacy of physical facilities. This shows that majority of head teachers consider pupil

teacher ratio as the main cause of learners' inability to qualify for promotion the next class.

The head teachers were also asked, in the same question, the reason they thought, among the four that were given, was the least major cause of failure to qualify for promotion to the next class. Their selection pattern is given in Table 4.10 b.

**Table 4.10: b Causes of Learners Failure for Grade to Grade Transition
Ranked as the Least major Cause**

| Cause | Frequency of ranking as the least major cause |
|--|--|
| High pupil teacher ratio | 2 |
| High absenteeism of learners from low income families | 1 |
| Inadequacy of physical facilities in schools | 5 |
| Malnutrition among learners from low income families | 3 |
| Total | 11 |

From the results in Table 4.10 a and 4.10 b, the indications are that majority of head teachers that responded to this question considered inadequacy of physical

facilities to be the least cause of failure for promotion to the next class. On the other hand, majority of them considered high pupil teacher ratio to be main cause for failure to qualify.

On the same issue of factors that are considered to be the major causes of learners' inability to qualify for promotion the head teachers that responded to this question also gave more of such factors. One of the reasons they gave was the issue of low literacy level among the members of the community within which the schools are found. According to them this makes planning and implementation of educational activities more difficult. Here they also indicated that parents disinterest in their children's learning was also a factor that affected learners progress in schools. Another striking factor that they gave was teachers' inability to cover the necessary content of the syllabus within the allocated period.

4.7 Difficulties in Implementation of Class Repetition Policy

In order to establish the difficulties head teachers may encounter in their effort to implement the class repetition policy head teachers were given three reasons that the researcher thought presented the greatest difficulties in the implementation of class repetition policy. These were: teachers' strong belief that social promotion would not effectively benefit the low achieving learners and those from low income families; high expectations on learners' achievement on terminal examinations, from parents, some education officers and the general public; and

the learning environments in public primary schools which mainly affected children from low income families and the struggling learners.

Presented with these three factors, the respondents were required to order them according to the strength of their impacts on learners' achievements in learning.

The result of this activity is given in Table 4.11 a.

Table 4.11: a. The Main Factor Causing Difficulties in Implementing Class Repetition Policy

| Difficulty | Frequency of ordering as the main difficulty |
|---|---|
| Teachers' opposition to social promotion | 3 |
| Parents' and education officers' high expectations | 11 |
| Unfavorable learning environment | 2 |
| Total | 16 |

The results contained in Table 4.11 a shows that most head teachers had the opinion that their efforts to implement class repetition policy has been made difficult mainly due to the high expectations from parents, some education officers and the general community on schools performance on terminal examinations.

The respondents were also required to give their opinions on which factor did they think, among the three, imposed the least difficulty in implementing the policy. The result is given in Table 4.11 b.

Table 4.11 b. Least Factor Causing Difficulties in Implementing Class Repetition Policy

| Difficulty | Frequency of ordering as the least factor |
|---|--|
| Teachers opposition to social promotion | 8 |
| Parents' and education officers' high expectations | 3 |
| Unfavorable learning environments | 5 |
| Total | 16 |

Table 4.11 b shows that majority of head teachers had the opinion that teachers' opposition to the practice of promoting students to the next class level despite poor academic achievement posed the least difficulty in their efforts to implement the class repetition policy. On the same question respondents were also requested to add more factors that they thought made it difficult to implement the class repetition policy.

The system of education was one of the factors given. Many of the headteachers had the opinion that the current system of education is too examination orientated and demands too much on the learners' performance in examinations. In relation to the system being too examination oriented, ranking of schools according to their examination index was also claimed to be a hindrance to the implementation of the policy.

Inadequate learning resources such as supplementary books, charts and other educational media also came up as a hindrance. This they claimed was caused by two main factors: the poverty level of the communities within which these schools are found; and inadequate funding by the government through the free primary education (FPE) programme. Some headteachers were also of the opinion that the approach by the Ministry of Education in implementing the policy was not appropriate. They felt that the Ministry would have carried a situational analysis before initiating the implementation, instead of forcing the policy on headteachers.

Some headteachers were even opposed to the implementation of this policy. They argued that class repetition gives learners more opportunity to acquire what they had missed out in the previous year. They wanted class repetition to continue provided that the learners' parents and guardians are consulted and their consent acquired before their children are made to repeat. Their conviction was that an

extra year that a learner is given to repeat a class enables his/ her to acquire the concepts he/ she missed out in the previous year. This they said would result in improved standards and quality of education provided to the learners.

Suggestions by headteachers that supported the outlawing of class repetition policy centered on the following: the unsuitability of the education system; inadequacy of basic educational resources; poverty among the community; and the general attitude exhibited by parents and guardians on their children's' academic progress.

Some of the major key suggestions were that: all primary schools should have compulsory feeding programmes, to cater for the needs of children from poor families; more teachers should be employed and the existing ones to be redistributed equitably to all schools; and the government to increase fundings to schools to enable the schools acquire basic learning resources and facilities.

4.8 Suggestions on Policy Interventions to Mitigate Non-compliance with the Policy

The last item in the questionnaires for head teachers was for them to list down some of their suggestions on how the implementation of class repetition policy should be approached. Here some head teachers were in total disagreement with policy. They supported the situation where learners that failed to qualify for promotion were made to repeat the failed class.

Those who supported the implementation of the class repetition policy as had been directed by the Ministry of Education gave the following suggestions.

- i) All stake holders in education involved directly or indirectly, should be sensitized on the effects of forced class repetition.
- ii) Parents and guardians of learners should be sensitized to have interest and supervise the academic progress of their children more regularly.
- iii) Meriting of schools based on examination results should be abolished.
- iv) Local education officers should be advised to stop pressuring head teachers and schools to attain high school mean score.
- v) The rigid examination oriented system of education should be abolished, and a system where learners are also assessed on co-curricular activities be introduced.
- vi) Education officers, teachers, parents and the general public should be sensitized on the principles of individual differences among learners.

- vii) More teachers should be employed to improve individual attention given to teachers and encourage one to one tutoring for the struggling learners.
- viii) Teachers should be better remunerated to motivate them and improve their performance.
- ix) All primary schools should have compulsory feeding programmes right from nursery classes to class eight.
- x) All learners home background should be established and the needy learners such as orphans and vulnerable children to be given the necessary help.

CHAPTER FIVE
SUMMARY, FINDINGS OF THE STUDY, CONCLUSIONS AND
RECOMMENDATIONS

5.1 Introduction

This chapter comprises of summary of the study, findings of the study, conclusions, recommendations and suggestions for further research. In particular, the researcher gives a summary of factors that influence implementation of repetition policy in public primary schools in Ugenya District, Kenya. The researcher also provides recommendations on what should be done by the Ministry of Education so as to successfully implement the repetition policy in public primary school in Ugenya District, Kenya.

5.2 Findings of the study

The researcher analyzed data collected the, came up with the findings given below.

- i) The implementation of class repetition policy, as directed by the Ministry of Education in the year 2009, through circular No.QAS/N/1/22/ (39), has not been complied with in all the schools that took part in the research.
- ii) From the survey of factors that were considered to have had major influence on the implementation of class repetition policy the findings

show that majority of head teachers do not oppose the directive from the Ministry of Education to stop forced class repetition. They have been unable to implement it due to the factors that have been studied in this research.

- iii) Ineffective and inadequate learning in schools is the major cause of non compliance with the class repetition policy in public primary schools in Ugenya District.
- iv) The inadequacy and in effectiveness of learning in public primary schools is influenced by factors related to pupil teacher ratio, inadequacy of physical facilities, and poverty levels among the families from which learners come.
- v) There is need for policy interventions to be put in place to encourage head teachers to comply with the ministry's directive.

5.3 Conclusions

From the findings of the study, the researcher concluded that class repetition policy has not yet been effectively implemented in Ugenya District. The findings on the learners family background show that majority of learners in primary schools, in the district come from poverty stricken homes where less than three meals are eaten in a day. This then generally makes them less healthy and less active. Their weak health and inadequate activity in learning would therefore, not allow them have enough chance of fulfilling their potential.

The findings on the learning facilities, especially the availability of desk, enabled the researcher to conclude that a good number of learners in the district will not perform well in their class work. This conclusion is influenced by the fact that in seven schools out of sixteen each desk carried at least one extra occupant. This condition makes the squeezed children uncomfortable and are unable to learn well, are unable to have good eye contact with the blackboard, and unable to acquire writing skills (MOE 2011).

The study also enlightened the researcher's conclusion that the inadequate distribution of teachers in the district has made learners in schools with high pupil teacher ratio perform below the potential. These pupils do not receive enough attention from teachers to enable them learn effectively.

The findings on the factors that were seen to influence the implementation of the policy indicate that its implementation will succeed if these factors are dealt with the aim to mitigate their effects on the affected children.

5.4 Recommendations

The research makes the following recommendations to address the key findings of the study:

- a) The government should carry out a nationwide analysis to ascertain the extent of the implementation of class repetition policy. This is necessitated by

the fact that despite the government's directive to schools to stop forced class repetition the practice is still prevalent in many public schools. In line with the analysis the government should also find out the unique factors, in different regions, that influence the non-compliance with the policy implementation and address them accordingly as dependent on uniqueness of each region.

- b) Since the study has found out that inequitable distribution of teachers is one of the major causes of high pupil teacher ratio in some schools, there is need for redistribution of teachers based mainly on the consideration of the number of pupils in a school.
- c) To address the headteacher's claim that some education officers exert unnecessarily 'high' pressure on them, so as to deliver high school mean score, these education officers should be sensitized on the effects of class repetition.
- d) Policy interventions that would enable successful implementation of class repetition policy should be put in place. These should include giving legal powers to children to sue their parents (or guardians) and teachers who fail to meet their sides of responsibilities to learners. The powers should include suing parents for failing to pay school levies, providing school uniforms to their children, and other responsibilities of parents to their children. The policy interventions should also include those that would improve the learners' nourishment. This could be done by making it mandatory for schools to have lunch programmes.

e) The government should take over, from parents, the responsibility of providing physical facilities to schools. Parents and the community should only come in where there is the necessity to provide extra facilities such as libraries and halls.

5.5 Areas of Further Research

Since the area where this study was carried out was a rural setting the factors that have been studied may not have the same effects given a different social and economic set up. The researcher therefore suggests that a similar study should be carried out in an area with a different social and economic set up such as an urban set up. In addition, further research should also be carried out in the following areas:-

- The influence of education officers in the failure of implementation of repetition policy.
- The effects of headteachers' level of professional training on their efficiency in the utilization of educational resources.

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APPENDICES

APPENDIX I: INTRODUCTION LETTER

David Onyach Ochieng'

P.O. Box 30197,

Nairobi

Dear Sir/Madam,

RE: PARTICIPATION IN RESEARCH

I, being a student of the University of Nairobi, kindly request for your participation in a research I intend to carry out. The research is on 'Factors that Influence Implementation of Repetition Policy in Public Primary Schools in Ugenya District.'

As a major stakeholder in education you have been selected for the study. I therefore kindly request you to spare some of your time to complete the questionnaire included therein.

Please be assured of high confidentiality on any information you will provide.

Your cooperation will be highly appreciated.

Yours faithfully,

David Onyach Ochieng

E55/73901/2009

APPENDIX II: QUESTIONNAIRES FOR HEAD TEACHERS

Please complete the questionnaire below by inserting a tick or a number inside the bracket that represents your response to the question, or filling in the blanks provided below the question that calls for filling in blanks.

1. Is class repetition practiced in your school?
 Yes No
2. Do pupils who repeat classes do so voluntarily?
 All repeat voluntarily
 A bigger fraction of repeaters repeat voluntarily
 A bigger fraction of repeaters are forced to repeat
 All repeaters are forced to repeat
3. How many teachers in your school are employed by TSC?
..... teachers
4. What is the total pupils roll in your in your school?
..... pupils
5. How many classrooms are available in your school?
..... classrooms
6. How many pupils' desks are available in your school?
.....desks
7. Averagely, how many learners should share a desk in your school?
.....

8. The following are some of the causes of pupils' inability to qualify for promotion to the next class. Please order them according to the strength of their effects.

High pupil-teacher ratio

High absenteeism by children from low income families

Inadequate physical facilities in schools

Malnutrition among children from low income families

Others. (Specify). -----

9. Below are some the reasons that have made it difficult to implement class repetition policy in primary schools. Please order them according to the strength of their impact

Teachers have strong belief that social promotion would not effectively benefit the low achieving students.

The high expectations exhibited by the parents, some education officers public and the general public on learners achievements on terminal examinations would not allow school administrators to comply with class repetition policy.

The learning environments in most public schools do not favour children from low income families, and low achieving children.

Others _____

10. Please list down some of your suggestions on how the implementations of class repetition policy should be approached

APPENDIX III: QUESTIONNAIRE FOR PUPILS

Please tick inside the bracket that is next to your correct response, insert a number as required or write your answer in the spaces provided.

1. What is your current class (grade)

Class 7 Class 8

2. Have you ever repeated a class?

Yes No

3. If yes:

a) Did you repeat the class/classes voluntarily?

Yes No

b) Which class did you repeat and how many times?

Class 1 _____times

Class 2 _____times

Class 3 _____times

Class 4 _____ times

Class 5 _____times

Class 6 _____ times

Class 7 _____times

Class 8 _____ times

4. Who do you stay with at home?

Parents

Grandparents

Others. (Specify). -----

5. Do you have lunch programme in your school?

Yes

No

6. How many meals do you normally eat per day?

Three

Less than three

Sometimes none

APPENDIX IV: DOCUMENT ANALYSIS CHECKLIST

School: _____

Table 1: Teacher establishment

| YEAR | TSC Teachers | PTA Teachers | Total |
|-------------|---------------------|---------------------|--------------|
| 2004 | | | |
| 2005 | | | |
| 2006 | | | |
| 2007 | | | |
| 2008 | | | |
| 2009 | | | |
| 2010 | | | |
| 2011 | | | |

Table 2: Pupils' Gross enrolment

| CLASS | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 |
|--------------|------|------|------|------|------|------|------|------|
| 1 | | | | | | | | |
| 2 | | | | | | | | |
| 3 | | | | | | | | |
| 4 | | | | | | | | |
| 5 | | | | | | | | |
| 6 | | | | | | | | |
| 7 | | | | | | | | |
| 8 | | | | | | | | |

APPENDIX V: REPEATER RATES IN CLASS SEVEN

| Code | No. that responded | No of repeaters | Repeater rate |
|--------------|---------------------------|------------------------|----------------------|
| S1 | – | | |
| S2 | 8 | 4 | 50% |
| S3 | 9 | 8 | 88.89% |
| S4 | 10 | 9 | 90% |
| S5 | 8 | 6 | 75% |
| S6 | 10 | 7 | 70% |
| S7 | 1 | 1 | 100% |
| S8 | 10 | 8 | 80% |
| S9 | – | – | – |
| S10 | 10 | 5 | 50% |
| S11 | 10 | 9 | 90% |
| S12 | 10 | 8 | 80% |
| S13 | 10 | 8 | 80% |
| S14 | 10 | 10 | 100% |
| S15 | 10 | 6 | 60% |
| S16 | 9 | 8 | 88.89% |
| S17 | 10 | 6 | 60% |
| S18 | 10 | 9 | 90% |
| S19 | 10 | 6 | 60% |
| S20 | 10 | 6 | 60% |
| TOTAL | 165 | 134 | 81.21% |

APPENDIX VI: REPEATER RATES IN CLASS EIGHT

| Code | Number that responded | Number of repeaters | Repeater rate |
|--------------|------------------------------|----------------------------|----------------------|
| S1 | – | – | – |
| S2 | 10 | 9 | 90% |
| S3 | 10 | 6 | 60% |
| S4 | 10 | 7 | 70% |
| S5 | 10 | 6 | 60% |
| S6 | 10 | 4 | 40% |
| S7 | 10 | 7 | 70% |
| S8 | 10 | 8 | 80% |
| S9 | – | – | – |
| S10 | 10 | 4 | 40% |
| S11 | 10 | 9 | 90% |
| S12 | 10 | 8 | 80% |
| S13 | 10 | 10 | 100% |
| S14 | 10 | 7 | 70% |
| S15 | 10 | 9 | 90% |
| S16 | 10 | 4 | 40% |
| S17 | 10 | 8 | 80% |
| S18 | 10 | 9 | 90% |
| S19 | 10 | 7 | 70% |
| S20 | 10 | 7 | 70% |
| TOTAL | 180 | 129 | 71.67% |

**APPENDIX VII: SITUATION OF PHYSICAL FACILITIES IN PUBLIC
PRIMARY SCHOOLS**

| Code | Pupils roll | No. of classrooms | No. of desks | Carrying capacity of one desk |
|--------------|------------------------|------------------------------|-------------------------|--|
| S1 | – | – | – | – |
| S2 | 313 | 8 | 97 | 4 |
| S3 | 415 | 8 | 179 | 5 |
| S4 | 352 | 10 | 95 | 3 |
| S5 | 425 | 8 | 97 | 3 |
| S6 | 464 | 8 | 220 | 3 |
| S7 | 413 | 8 | 110 | 3 |
| S8 | 736 | 11 | 178 | 4 |
| S9 | – | – | – | – |
| S10 | – | – | – | – |
| S11 | – | – | – | – |
| S12 | 255 | 7 | 60 | 3 |
| S13 | 564 | 9 | 141 | 4 |
| S14 | 339 | 9 | 96 | 3 |
| S15 | 585 | 11 | 160 | 4 |
| S16 | 247 | 9 | 150 | 2 |
| S17 | 491 | 10 | 103 | 5 |
| S18 | 243 | 8 | 70 | 4 |
| S19 | 301 | 8 | 130 | 3 |
| S20 | 300 | 8 | – | 3 |
| TOTAL | 11443 | 145 | 1676 | |

APPENDIX VIII: SITTING SITUATION IN SCHOOLS

| Code | Pupils roll | Desk capacity | Pupils sharing a desk |
|------|-------------|------------------|--------------------------|
| S1 | – | | – |
| S2 | 313 | 5 | 4 |
| S3 | 315 | 4 | 3 |
| S4 | 352 | 3 | 4 |
| S5 | 425 | 3 | 5 |
| S6 | 464 | 3 | 3 |
| S7 | 413 | 3 | 4 |
| S8 | 736 | 4 | 5 |
| S9 | – | – | – |
| S10 | – | – | – |
| S11 | – | – | – |
| S12 | 255 | 3 | 5 |
| S13 | 564 | 4 | 4 |
| S14 | 339 | 3 | 4 |
| S15 | 585 | 4 | 4 |
| S16 | 247 | 2 | 2 |
| S17 | 491 | 5 | 5 |
| S18 | 243 | 4 | 4 |
| S19 | 301 | 3 | 3 |
| S20 | 300 | 3 | 4 |

APPENDIX IX: SITTING ARRANGEMENT

| Code | No. of Desks | Desk capacity | Pupils sharing a desk |
|------|--------------|---------------|-----------------------|
| S1 | - | | - |
| S2 | 97 | 5 | 4 |
| S3 | 179 | 4 | 3 |
| S4 | 95 | 3 | 4 |
| S5 | 97 | 3 | 5 |
| S6 | 220 | 3 | 3 |
| S7 | 110 | 3 | 4 |
| S8 | 178 | 4 | 5 |
| S9 | - | - | - |
| S10 | - | - | - |
| S11 | - | - | - |
| S12 | 60 | 3 | 5 |
| S13 | 141 | 4 | 4 |
| S14 | 96 | 3 | 4 |
| S15 | 160 | 4 | 4 |
| S16 | 150 | 2 | 2 |
| S17 | 103 | 5 | 5 |
| S18 | 70 | 4 | 4 |
| S19 | 130 | 3 | 3 |
| S20 | - | 3 | 4 |

APPENDIX X: RESEARCH PERMIT

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THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss/Institution

David Onyach Ochieng

of (Address) University of Nairobi

P.O.Box 30197-00100, Nairobi,

has been permitted to conduct research in

Ugenya District

Nyanza Province

on the topic: Factors that influence

implementation of repetition policy in primary

schools in Ugenya District, Kenya

Date of issue 29th June, 2012

Fee received KSH. 1,000

PAGE 3

Research Permit No. NCST/RCD/14/012872

Applicant's 

Secretary 

National Council for Science & Technology

APPENDIX XI: RESEARCH AUTHORIZATION

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349
254-020-310571, 2213123, 2219420
Fax: 254-020-318245, 318249
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/012/872**

Date: **29th June 2012**

David Onyach Ochieng
University of Nairobi
P.O.Box 30196-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Factors that influence implementation of repetition policy in primary schools in Ugenya District, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Ugenya District** for a period ending **30th November, 2012**.

You are advised to report to **the District Commissioner and the District Education Officer, Ugenya District** 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.

A handwritten signature in blue ink, appearing to read 'M. K. Rugutt'.

DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
The District Education Officer
Ugenya District.

"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development."