

**EFFECTS OF CLASS REPETITION ON PUPILS' ACADEMIC PERFORMANCE IN
PUBLIC PRIMARY SCHOOLS IN KENYA-A CASE STUDY OF ALEGO USONGA
SUB COUNTY**

By

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TECHNOLOGY**

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DECLARATION AND APPROVAL

Declaration

This thesis is my original work and has not been presented for a degree in any other university

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DEDICATION

This thesis is dedicated to my family, my wife Lillian Awino Okoth, my sons Oliver and Bentley, my daughters Millicent and Condoleza for their inspirations to further my studies. I also dedicate this proposal to my brothers, sisters, nephews and nieces for their constant reminder that I ought to be a role model in life, and more so, in academics.

ABSTRACT

Repetition has severe negative consequences to both the individuals and society in terms of economic, social, political and psychological dimensions. Alego Usonga Sub County, Siaya County has a high repetition rate of 7.10% against 1% nationally. The purpose of the study was to establish effects of class repetition on pupils' academic performance in primary schools in Kenya, and particularly to: examine how class repetition affects learner academic achievements, assess the effects of schools resources on academic performance of learners, and to explore strategies put in place to reduce grade repetition of learners in public primary schools. The high repetition rate was argued to improve academic performance by exposing low performing students to additional teaching time and allowing them to catch up on the curriculum and content of teaching. Equally repetition on the other side was argued to be counterproductive on student long term academic achievements with retained students falling further and further behind promoted peers and sometimes leading to drop outs. Conceptual framework was used in the study to help focus on the effects of repetition on pupils academic performance in primary schools in the Alego Usonga Sub County. The study adopted descriptive survey design. The study was carried out in public primary schools in Alego Usonga Sub County, Siaya County, Kenya. The population of the study comprised of 139 class teachers, 139 primary head teachers, Sub County Director of Education (SCDE), 7 Curriculum Support Officers (CSOs) and 695 repeaters. The study adopted simple random sampling technique and applied the rule of thumb to select 28 public primary schools to form part of the sample and to select 139 repeaters from the population of 695 repeaters to form the sample. Stratified random sampling was then used to select 28 head teachers, 28 class teachers, while saturated sampling was used to allow all the CSOs and SCDE to form part of the study. The instruments of data collections were questionnaires, documents analysis and interview schedules. Pilot was done in 5 schools using test re test method, a correlation coefficient of 0.857 was obtained for questionnaires reliability after administering two different but alternative forms of the questionnaires constructed to sample the same content to the respondents in pilot schools at the same time. Validity of the instruments were ascertained by the Supervisor from the Department of educational foundations of Jaramogi Oginga Odinga University of Science and Technology. Quantitative data collected using close ended items in the Questionnaires, were analyzed using descriptive statistics like frequencies and percentages while qualitative data were analyzed as themes and Sub themes. The findings were presented in form of tables and graphs. The study found

out that repetition was prevalent in class 7 and had negative effects on academic performance of primary school pupils'. The study further found out that the main effects of class repetition on pupils include: stigmatization, low self-esteem, school drop outs, over-age learners, low learning achievements, higher teacher to pupil ratio which contributes to constraints on school learning resources impacting negatively to learner's academic performance. It was also found out that schools could employ improved teaching pedagogy and learning environments coupled with sensitization of teachers on Government policy on repetition to curb repetition in schools. Based on the study findings, the following were recommended: that the Government should put on more effort on the monitoring of educational quality through Sub County Quality Assurance and Standards Officer (SCQASO) and Curriculum Support Officers (CSOs) to check on the level of enforcement of the Government policy on repetition, the Teachers' Service Commission should redistribute teachers based on enrollment in schools to address the high teacher pupil ratio, the Government should prioritize the improvement of basic learning institution resources including physical infrastructure, desks ,textbooks and lunch programs. The study further recommends that the guidance and counselling department in public primary schools should be enhanced to address the self confidence in learners and to encourage learners to love school and learning. The study was useful as it provided information to the Sub County Education office, parents, teachers and other stakeholders on effects of repetitions in primary schools in the Sub County.

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ABBREVIATIONS

SACMEQ	-	Southern and Eastern Africa Consortium for Monitoring Educational Quality
LC	-	Local Council
EFA	-	Education for all
GER	-	Gross Enrolment Rate
NER	-	Net Enrolment Rate
UNESCO	-	United Nations Educational Scientific and Cultural Organization
KCPE	-	Kenya Certificate of Primary Education
KCSE	-	Kenya Certificate of Secondary Education
UPE	-	Universal Primary Education
MDG	-	Millennium Development Goals
FPE	-	Free primary education
PRSP	-	Poverty Reduction Strategy Paper.
ERS	-	Economic Recovery Strategy

CHAPTER ONE

1.1 Introduction

This chapter discusses the study's background, objective, fundamental assumptions, limitations, theoretical framework, conceptual framework, and operational definitions of terminology.

1.2 Background to the Study

The United Nations Educational, Scientific, and Cultural Organization (UNESCO) defines education as a system of planned and continuous instruction aiming to impart a mix of information, skills, and understanding that is applicable to all aspects of life (UNESCO, 2018). Education is the process of gaining or transferring knowledge, enhancing cognitive abilities, and preparing one's mind for the challenges of human existence. Education comprises imparting or gaining specific knowledge and abilities; yet, as indicated by the definition of education, students have not been able to obtain the required knowledge and skills due to waste in the form of repeats and dropouts (UNESCO, 2021).

According to (UNESCO, 2012), Grade repetition is common practice worldwide and is one of the worst forms of wastage in schools. High rates of grade retention, early school dropout, and low educational attainment had impeded progress that could have been made and will still continue to pose significant challenges in the future. A study in 2010 established that 32.2 million elementary school pupils repeated a grade while 31.2 million dropped out of school prior to finishing their final grade. Pupils who were older than their grade level, chiefly attributed to by late entry or repetition were more vulnerable to school dropout. The likelihood of girls enrolling in elementary schools was determined to be lower than that of boys, whereas boys were more likely to repeat grades than girls.

In Latin America, grade repetition is prevalent in both elementary and secondary schools (Ward & Wilson, 2018). Primary schools in Brazil, for example, the rate of repetition approaches 20%. Nicaragua, Peru, and Uruguay follow suit with between 8% and 10% repetition rates (Shrestha et al., 2019). In lower secondary education, Brazil (17%) has the highest repetition rate, followed by Uruguay (12%). In Germany and Italy, two developed countries where repetition occurs, lower

secondary education repetition rates range between 2% and 3% (Blackman, 2022). The United States likely stands apart from other developed nations. CPS estimates for the 1990s indicate that approximately 12% of 12–15-year-olds have repeated at least one grade, although the US Department of Education does not provide official figures on repetition (M.-Y. Yang et al., 2018).

In a study (Crouch et al., 2019) on the association between adverse childhood experiences and hurdles to pupil school success, it was determined that children with four or more adverse childhood experiences (ACEs) had a greater likelihood of not engaging in school and repeating a grade than those with exposure to fewer than four ACEs. In another study conducted in Quebec, Canada (Pagani et al., 2016) on the practice of grade retention and children's academic and behavioral adjustment, it was found that grade retention during sub-primary school had both a short-term and a long-term negative impact on boys' and girls' academic performance in primary school. After grade retention, student anxiety, inattention, and disruptive behaviors persisted and worsened; these effects were long-lasting and pronounced when the retention occurred in early elementary school. In primary schools, boys were more susceptible to the detrimental effects of grade retention on academic performance and classroom disruption. Compared to boys, girls displayed less disruptive behavior and were negatively affected by grade retention on their academic performance over the long term. In addition, grade retention was associated with both short-term and long-term declines in academic performance for girls.

South and Western Asia have the second-highest proportion of primary repeaters. Between 2000 and 2010, the total population of primary school repeaters increased by 18 percent, from 7.7 million to 9.1 million while the enrolment of pupils in primary schools fluctuated, indicating an increment of averagely 18 percent over this period. Currently, 9 percent of pupils reported to repeat primary schools come from the Arab states. This however indicates an increase of number of repeaters when compared to the 7% (2.9 million) primary school repeaters in 2010 from the 41.7 million enrolments. The same study pointed out that in 2010, 9% of primary school repeaters came from the East Asia and Pacific region. Central Asia, Central and Eastern Europe, North America and Western Europe on the other hand were identified to contribute 2% of world's primary repeaters. The global repetition rate for lower secondary schools was established to have increased

from 13.8 million to 14.1 million. Latin America and Caribbean, South and West Asia, and Sub-Saharan Africa were host to 70 % global lower secondary repeaters in 2010(UNESCO, 2012).

UNESCO (2004) reports that 6.0% of primary school children globally repeat a grade. While the West and Central Africa have the greatest secondary school repetition rates (18.8%), the Middle East and North Africa have the highest rates of repetition (12%), and Eastern and Southern Africa have the highest rates of repetition (12.3%), the poll agrees that Sub-Saharan Africa has the biggest percentage of primary education repeaters (11.4million) in 2010. The absolute number of repeaters has increased by 16% over the past decade, primarily due to a sharp rise in primary enrollment, which increased by 53% over the countries, with the highest rate being in Sub-Saharan African countries, where each year approximately 22% of primary students and 21% of secondary students repeated their grade, with the situation being worse in secondary schools in Congo (30.8%) and Algeria (27.2%)(Zapp, 2021).

Southern and Eastern Africa consortium for monitoring education quality (SACMEQ) statistics revealed that grade retention is reported by students in Mauritius, Seychelles, and Zimbabwe, despite their automatic promotion policies for primary education (Hungu, 2011). More than twenty percent of students questioned in Mauritius and Zimbabwe, for instance, reported having repeated at least one grade level. Burundi, Central African Republic, Congo, Lesotho, Namibia, and Togo have significant repetition rates across all grade levels, ranging from 10% to 49% and fluctuating between grade levels. The variations may be caused by a mixture of circumstances, including a significant number of underage or overaged children, a lack of accessible spaces in specific grade levels, and the usage of national examinations that restrict access to education. After taking certificate examinations, nearly one-third and fifty percent of students in Burkina Faso repeat the final grade of primary and lower secondary school, respectively. In some countries, where there are insufficient school seats, national examinations are frequently used to limit entry into educational programs(Njeng'ere, 2014).

According to (Onyango, 2020), the chief sources of internal inefficiency as a determinant of academic performance in Kenyan primary schools are student dropout and repetition. The study suggests that drop out and repetition rates are higher in upper classes, namely standards five to

eight, with 10% of pupils from each class failing to move on to the next every year. (Gathura et al., 2021) observed that three million pupils, a third of the total population, repeat classes every year, with some being multiple repeaters, denying pupils the ideal age of 13–14 at class eight. Gathura further notes that repetition, though officially outlawed, remains a big problem in the country’s education system and is one major cause of high dropout, overage students, and poor grades.

Siaya District Development report (2008-2012), indicated that Alego Usonga Sub County education sector is faced with drop out of students from schools and has reported high cases of repetition and non-completion. The Sub County Education management information system reports (2020) revealed that even though repetition is outlawed in the country the Sub County continues to receive cases of repetition across most schools. The report further explains that the trend manifests more at the apex of each cycle and attributes this to mean score attainment for purposes of school ranking.

Table 1 .1 Repetition Rates for primary schools in Alego Usonga Sub County (2019-2020)

year	Enrollment	Repetition	% repetition
2018	55396	3014	5.44%
2019	56429	4369	7.745%
2020	58021	4936	8.50%
total	169846	12072	7.10%

Source: Siaya District Emis Report December 2020

Table 1.1 demonstrates that Alego Usonga Sub County's primary education has internal efficiency issues, which have led to an increase in instances of repetition-based wastage. The percentage of repetition increased from 3014 students (5.44%) in 2018 to 4936 students (8.50%) in 2020. In the past three years, the number of repetition cases in Alego Usonga Sub County had increased by about double. As shown in Table 1.1, the prevalence of repetition in Alego Usonga Sub County merits attention; hence, this study is in part a response to this.

1.3 Statement of the Problem

Since the reintroduction of free primary education in 2003, Kenya has had a high enrollment rate of 84.9%. However, class repetition persists in Kenya's public elementary schools despite the 2013 prohibition on the practice by the Ministry of Education (J. A. Orodho et al., 2013). A study conducted by the Ministry of Education in Kenya (2011) found that the completion rate decreased from 83.2% in 2009 to 76.8% in 2010, showing a high amount of wastage in the education sector due to repetition and dropouts.

According to the Siaya District Development plan (2008-2012), from 2006 to 2007, the primary level completion percentage dropped significantly from 81.8% to 74.2%. While the wastage rate nationally ranges from 0.3% for repeaters, 1.0% to 3.9% for drop outs, in Alego Usonga Sub-County repetition rate was 4.2 % in the year 2006. By December 2014 repetition rate in the Sub County stood at 4.99% almost doubling in span of just a few years. (District Education Office Emis report, 2012-2014). The almost doubled rate of repetition of learners in the Sub County poses a great educational challenge to the society, the effects of this therefore deserve investigation.

Despite the increased percentage of class repetition, little research has been conducted on the impact grade repetition poses on the academic performance of learners in primary schools. Most studies have focused on quantitative studies on class repetition causes on the pupil (Plano Clark et al., 2008). Class repetition is a contemporary Education reform concern (Ndaruhutse et al., 2008). However, less consideration has been given to the effects of class repetition on learners' academic performance in public primary school education that can be adopted in schools.

The study problem therefore, is the existing repetition effects in primary schools in Alego Usonga Sub County. Repetition has detrimental effects on pupil's psychological, social, political, and economic well-being as well as that of society. In light of this, the study set out to determine effects of repetitions on pupils' academic performance in Alego Usonga Sub County and to suggest remedial methods. The study acquired empirical data that can be utilized broadly at the national, regional, and even worldwide levels.

1.4 Purpose of the Study

The purpose of the study was to establish effects of repetition on pupil's academic performance of pupils in primary school in Alego Usonga Sub County.

1.5 Objectives of the Study

The research was motivated by the following objectives:

- i. To examine how class repetition affects learner academic achievements, a case of Alego Usonga Sub County.
- ii. To assess the effects of school resources on academic performance of learners in Alego Usonga Sub County.
- iii. To explore strategies put in place to reduce grade repetition of learners in primary schools in Alego Usonga Sub County.

1.6 Research Questions.

The study sought answers to the following research questions:

- i. How does repetition affect learner academic achievements?
- ii. What impact do school resources have on the academic performance of pupils in Alego Usonga Sub County?
- iii. What are the strategies put in place by public primary schools in Alego-Usonga Sub County to reduce class repetition among learners?

1.7 Significance of the Study

The results of this study could be valuable because they would provide information to the Sub County Director of Education (SCDE), parents, teachers, and other stakeholders regarding the impact of repetition on students' academic performance in Alego Usonga Sub County's primary schools. It could raise awareness about the extent of repetition in schools and provide a useful foundation for the Ministry of Education to develop ways to reduce repetition in elementary schools. The study could also shed light on the optimal method for implementing the class

repetition policy in the public primary schools of the Sub County, contribute to the body of knowledge regarding primary school transition and completion rates, which could result in more children completing their primary education within the required time frame, and inspire other researchers to conduct similar studies in other regions or at other levels of education. When students go from one grade to the next, the available resources are utilized efficiently, and wastage in the form of repetition and dropouts is minimized significantly. This increases the effectiveness of the school system and raises the socioeconomic status of the society.

1.8 Scope of the Study

The aim of the study was the impact of repetition on the academic performance of primary school students in Alego Usonga Sub County, Siaya County, Kenya. The research was limited to primary public schools in the Sub County. The Sub County was selected for the study because it was one of the Sub Counties afflicted by the problem under investigation. The focus of the study was on schools picked from each zone in Alego Usonga Sub County, and the information gathered served as the basis for drawing conclusions regarding the sub county's criteria. These individuals were questioned or given a questionnaire: head teachers, class teachers, CSOs, and the Sub County Director of Education.

1.9 Assumptions of the Study

The study was conducted on the following assumptions:

- i) That all sampled schools have learners who repeated classes.
- ii) That all learners who have repeated classes are affected in one way or the other.
- iii) That all sampled schools are aware of the Government policy on repetition.
- iv) That schools sampled would be true and adequate representatives of all the schools in the Sub County.

1.10 Limitations of the Study

It was difficult to get the essential information from diverse schools, particularly from principals and pupils. This is because the educational schedule was incompatible with the study plan. A full

response rate was achieved through careful preparation and clear communication with the respondents, who were also assured of the privacy of their data.

Some school-based data may have been inaccurate, especially if it was acquired in a way that favored the schools that participated in the survey. As pointed out by Sharma (2008), individuals tend to overestimate their own negative characteristics. To circumvent this, Sensitization was conducted early enough to demonstrate to each school how beneficial the study will be. The study was done in elementary schools, but there is a possibility that similar occurrences exist in secondary schools as well. It was recommended that similar studies be conducted at secondary schools in the Sub County.

1.11 Definition of Key Terms

Grade Repetition- The practice of having students begin anew year in the same grade as the Previous year.

Access: To have the chance to enroll in school.

Cohort refers to a group of students whose enrolment and/or involvement in an educational program can be followed from the beginning of that program until its conclusion.

Completion refers to Finishing the entire cycle of a school.

A dropout is a student who quits school before completing all required coursework.

Participation: Taking part in extracurricular activities in school.

School: A facility where formal, structured learning occurs is a school.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of related literature with the aim of identifying their strengths and contribution to the present study. The literature review is presented on the following Sub headings: effects of repetition on pupil's performance in class, effects of repetition on primary school resources and strategies put in place to reduce repetition in schools.

2.2 Effects of grade repetition on Pupils academic achievement.

Students repeat a grade when they begin a new school year in the same grade as the prior year rather than progressing up a grade. According to (Dovigo, 2015), there are five distinct forms that grade repetition can be divided based on their decision and source to repeat. When repeats result from decisions made by students or their families, they are typically voluntary since they are deemed to be in the best interest of the student. Dovigo cites the following as examples of voluntary grade repetition: when children desire to continue studying but do not have access to a school that provides the next grade; when parents believe their child did not learn much the previous year and should repeat; when teachers speak a language other than the one most parents speak at home; and when students must pass standardized tests in order to move on to the next grade.

When students desire to continue their education but are unable to enroll in a school that provides the following grade, when parents believe their children did not learn much the previous year and should repeat, when the language spoken at school and at home differs, and when exams are used to advance pupils to the next grade. Dovigo further argues that the grade repetition initiated by the school authorities is involuntary and thus is forced.

To determine the impact of grade retention on the likelihood of dropping out of high school, (Eide & Showalter, 2001) provides data from the "High School and Beyond" survey on US high school students. The data presented indicate that dropout rates have significantly decreased among the white students and that they earn more on the labor market although the IV estimates are not statistically significant at standard levels. Using a control function method(Dong, 2010)documents

the beneficial impacts of retention on the academic performance of a sample of US kindergarten students. Repetition may also help strengthen the compatibility between the school and the student. This might occur if a child develops in a way that makes him more likely to enroll in a particular grade at a later age or if switching up the child's friends and potentially teachers results in a rise in output. Using a control function method, (Dong, 2010) documents the beneficial impacts of retention on the academic performance of a sample of US kindergarten students. Repetition may also help strengthen the compatibility between the school and the student. This might occur if a child develops in a way that makes him more likely to enroll in a particular grade at a later age or if switching up the child's friends and potentially teachers results in a rise in output.

According to (Alexander et al., 2003), repetition can boost academic performance by exposing underachievers to more teaching and giving them the chance to catch up on the curriculum and teaching topic. They also imply that grade retention might facilitate more academic homogeneity among classes, which would facilitate easier instruction by enhancing peer compatibility. The possibility that grade retention could serve as a disincentive against students' subpar academic performance is the best argument in support of it. Although it may take longer for students to move through the educational system, imposing a high penalty on underperformers encourages them to put in more effort in school. This may be partially offset by the productivity gains of repetition and the savings due to lower attendance at higher grades when failures result in dropout (Rhodes et al., 2018).

(Jacob & Lefgren, 2004) employ a regression discontinuity design that capitalizes on the discontinuous association between test scores and promotion to estimate the incidental effect of repetition for Chicago public school pupils in the third and sixth grades. They discover that repetition boosts achievement for third graders in the short term, but has no effect on arithmetic achievement for sixth graders and a negative effect on reading achievement. Using a similar identification method (Jacob & Lefgren, 2004), assess the long-term impact of repetition on high school completion for Chicago public school pupils. They establish that repetition has no effect on the likelihood that third graders will complete high school, but has a negative effect on the likely that eighth graders will do so.

(Manacorda, 2012) gives quasi experimental evidence for middle income country Uruguay. He investigates the long-term repercussions of grade failing using the discontinuity of promotion rule generated by minimum attendance requirements. His findings indicate that grade retention has long-lasting detrimental consequences on school attainment and increases dropout rates. According to (Lavy et al., 2012), the cost of extensive retention may be borne by all students in the form of an increase in class size and a reduction in per-pupil resources, while the benefits are limited to repeaters.

(Kika & Kotze, 2019) points out that grade repetition has negative impact on school operations since high grade repetition levels lead to larger class numbers and class management issues arising from the wide age disparities between the pupils in the same classroom and poor performance.

(Fiszbein & Stanton, 2018) confirmed low levels of pupil performance at primary levels in Latin America and the Caribbean due to high levels of grade repetition, particularly in Guatemala and Nicaragua. At the national level, grade repetition is blamed for increasing the overall cost of schooling because if many pupils repeat each year, school systems must hire more teachers and construct more classrooms (Kyereko et al., 2022). Each student who repeats a grade has the same economic impact as a new student.

According to (Jimerson & Ferguson, 2007), grade retention is applied in the majority of schools when students exhibit a particular level of immaturity or social behavior problems that interfere with their ability to learn. Similarly, other factors, such as the presence of family or health issues that result in school absences, can also be considered. Students who are subjected to repetition are more likely to fail school, particularly if this method is implemented in primary schooling, when individual variances in learning rates have long-term repercussions (Bettencourt et al., 2016; Hughes et al., 2018). Considering that retention rates are highly influenced by socioeconomic characteristics (M.-Y. Yang et al., 2018), this can contribute to a rise in inequality within an educational system.

Research conducted in Belgium (Phan et al., 2018) and France (Ning, 2020) concurs with that conducted in the United States, which indicated that school-imposed grade repetition is detrimental to children's long-term achievement. Retained students typically lag further and further behind their promoted peers who had comparable achievement profiles in the year prior to grade repeat. Teachers and parents consider repetition as a facilitating opportunity; however, kids view

it as a personal punishment and social stigma, which negatively impacts their classroom concentration and performance.

(Di Gropello, 2006) found that in Indonesia, Cambodia, and the Republic of Korea, the official age of the last year of primary school is 11 or 12, implying that a child should have completed primary school by the time he or she is 13 years old. In 2004, however, only 1.7% of 13-year-olds in Korea, a high-income nation, were still enrolled in school. In 2003, approximately 30% of 13-year-olds in Indonesia were still enrolled in primary school, while in Cambodia, a low-income nation, approximately 70% of 13-year-olds were still enrolled in primary school. Due to grade repetition, the overage children are susceptible to poor attendance, feeling different from the other pupils, and apathy, which hinders their learning.

(Anderson et al., 2005) asserts that proponents of repetition may concede that repetition is ineffective for older children, but argue that repetition is advantageous for kindergarten and first-grade students, particularly those who are younger or less developed than their peers. However, repetition in kindergarten and early grades has the same negative consequences as repetition in later grades. This is reinforced by (Brophy, 2006), who states that repeaters are a year older than the majority of their peers and are subjected to a comparable curriculum for the second time, allowing them to perform better on tests on the content they are learning for the second time. However, this does not result in broader gains in knowledge or cognition that would enable them to make more meaningful accomplishment improvement in subsequent grades.

Based on research regarding the differences in students' test results between educational institutions (Glick & Sahn, 2012), it has been determined that Senegalese repeat students are more likely to drop out of school before completing elementary school. Repetition increases the age gap in the classroom, and repeating kids may have negative effects on their classmates. Class sizes tend to be larger than necessary when there are many students who are either younger or older than the entry age, leading to higher rates of first-grade repetition.

Younger children may be enrolled in school directly, or on occasion, go to school with their elder siblings with parental assistance. As a result of factors such as the cost of education, household responsibilities, and parents' perceptions of the value of education, there may be a correlation between high repetition in the first grade of primary school and low expectations for the younger group to meet learning objectives with regard to older students (Uchihara et al., 2019). In addition,

excessive repetition may lead to a lack of motivation or desire to succeed, which may result in inferior classroom performance compared to that of other students (Al-Zoubi & Younes, 2015)

A study by (H. Liu et al., 2022) which sampled 500 students under the age of 18 from 10 districts in Tanzania, found that females are particularly vulnerable to sexual harassment, unintended pregnancies, and sexually transmitted illnesses due to the length of their schooling. Moreover, the study explained that school-age pregnancy accounted for the school dropout of around 1,400 girls between 2003 and 2007. This is linked in the report to high school repetition rates and poverty indicators at both the school and household levels. Schools in impoverished communities sometimes have disadvantages, such as short school years, frequent absenteeism by teachers, insufficient resources, incompetent teachers, and large classrooms. Pupils from the low-income families are more susceptible to repetition as a result of the poor state of their homes, which increases their likelihood to missing school and thus poor academic performance as they tend to miss school for extended periods.

According to studies (Ngware, 2013), disadvantaged populations such as children living in poor areas, orphaned children and those on wage labor are the most susceptible to low school attendance, repetition, early dropout, and exclusion. The research also indicated that repeat students are disadvantaged and frequently perform poorly in comparison to their peers. The paper identifies factors contributing to grade repetition in Kenyan primary schools to include; ineffective teaching, insufficient qualifications of teachers, insufficient learning resources like textbooks, improper learning assessment systems, health and nutritional status, low parental education and income, among others.

In a study on the factors contributing to repetition in Kenyan schools, form four was the one with the greatest repeat rate for both day and boarding schools, however it was greater in day schools (with the exception of forms one and two) (1.41 vs. 1.32) (Achoka, 2007). Upon further investigation, it was determined that this was mostly due to the fact that Day schools faced issues related to both the school and the family, whereas Boarding schools experienced just school-related challenges. In addition, the research states that repeaters frequently perform poorly in class and frequently drop out owing to early pregnancy. The current study focused on the effects of repetition on academic performance in primary schools in Alego Usonga Sub County, Kenya,

whereas the majority of the researched studies focused on identifying factors that influence school dropout and the effects of repetitions in high schools.

2.3 Effects of school resources on academic performance of pupils

It is clear from study by (Day, 2018) that students frequently get better the year after repeating a class, especially if additional instruction is given. Nevertheless, these advantages typically disappear after two to three years. Repetition is also connected with poorer social adjustment, attitudes toward school, behavioral outcomes, and attendance, all of which can significantly impact performance. The primary goal of repetition, according to studies conducted by a number of scholars, is to boost academic performance, yet research on repetition and observations drawn from real-world situations show the opposite effect. Students who repeat do not benefit from repetition in terms of improving their academic performance (Bii, 2014). In order to better understand how repetition affects students' academic performance, this study looked at primary school students in the Alego Usonga Sub County.

According to research on European education systems (Huddleston, 2014; Xia & Kirby, 2009), retention does not appear to benefit students academically and, in most circumstances, has a detrimental impact on teaching and/or learning resources and achievement. In actuality, retention is one of the strongest indicators of school dropouts later in a student's academic career, and dropping out is the culmination of a gradual process of detachment from school, including lack of enthusiasm, low effort, and class absence (Yaylı, 2019). Besides, some research suggests that this approach might negatively impact the educational expectations of a parent, subsequently leading to social and emotional attitudinal issues as well as behavioral problems (Hughes et al., 2013).

In countries like as France, Netherlands and Belgium, grade repetition is a widespread practice for pupils whose academic performance fail it meet the stipulated minimal attainment levels. Grade retention results in higher expenses for such educational institutions. (Ikeda, 2011) uses the US as an example, estimating that each student in the country spends about \$1100 annually on average. The cost projections for this additional year are startling, regardless of whether retention rates are between or 20% (Aud et al., 2012).

(Kattan & Székely, 2015) argues that from a societal and economic standpoint, it is best for students in Latin America to advance one grade level year, as doing otherwise has the same

economic impact as enrolling a new student in the same grade level, leading to bigger class numbers and the need for more furniture and teaching resources. The educational system will require extra teachers and classrooms if a significant number of students repeat a year. Equally, repetition signifies a waste of resources; the society supplies school teachers and other resources assumed to be sufficient to enable all pupils to reach desired advancements and successes; this leads in rote learning and, consequently, poor academic performance due to insufficient resources.

The social, emotional, and behavioral aspects of a child's transition to school are negatively impacted by involuntary grade repeating. The humiliation and anxiety that comes from "flunking" or "being held back" is something that students of all ages have to deal with, but which they learn to regard as a form of punishment and social stigma right from the start. By the time they're in sixth grade, the students rank it as one of the most stressful situations conceivable to them (King, 2019). Involuntary repetition is linked to low self-esteem, strained friendships, and an uptick in disruptive behaviors, dislike for school, and time missed from class. When they reach compulsory school leaving age, grade repeaters are substantially more likely to drop out than other pupils of the school due to their low achievement and estrangement from the school community (Van Canegem et al., 2021).

(Rodríguez Rodríguez, 2022) contend that early grade repetition does not boost academic achievement but rather increases dropout rates. Early grade repetition has a detrimental impact on school resources since it causes large class sizes and insufficient desks (KARIUKI, 2018). As a result, the student may experience a decline in self-esteem as a result of being excluded from group activities, being singled out for ridicule, or having to adapt to a new classroom and teacher, all of which can have an adverse effect on the student's academic performance. This could even cause the pupil to drop out of school if he is past the required age.

Tests conducted in November 2002 as part of Education Project 2 found that a whopping 40 percent of Cameroonian primary school students had to retake the same grade, indicating wasteful spending and ineffective teaching practices. The results also painted a bleak picture of the state of the country's primary education system, characterizing it as "very weak" and "overage" (5/20 of students in each grade repeating the same grade) (Tani, 2018). It also results in large classes, which creates assessment and supervision issues for the students. As a result, more classrooms, teachers,

and instructional materials are required. In addition to delaying youths' socioeconomic integration into the nation's productive system, class repetition retards economic and social development.

Repetition makes Africa's problems worse because it makes it harder for children to get into school. This is because repeating children take up already limited spots, which means that new children can't get in or that they can get in, but only at the cost of even more crowded classrooms. In Cameroon, there were over 140000 primary school-aged children who were not enrolled in school in the 2002–2003 school year, despite the country having a gross enrollment rate of 105 and theoretically being able to accommodate all of them (De Talancé et al., 2019). This is largely due to the fact that about 25% of all students were repeaters, occupying these spaces.

In (Valbuena et al., 2021) research, which looked at whether or not grade repetition was a factor in student attrition in Senegal's schools, doing so is costly for both the government and families. The average rate of repetition has a significant negative impact on the primary completion rate and the potential economic loss associated with early school dropouts. Also, the report claims that annual class sizes will be higher than they would have been if promotions were automatic. Teachers face more difficulties in terms of student motivation and classroom management when working with classes that contain a high percentage of pupils who were previously retained. Concerns are raised among educators and parents when students of different ages are grouped together in the same classrooms, with issues only growing more serious as the years pass.

(Mackatiani et al., 2020) posits that each student who repeats a grade consumes the equivalent of one additional year of educational resources, which could lead to smaller class sizes and higher per-grade costs. An additional year of true, non-repetitive education has the potential to raise annual income by 10% and boost global GDP growth by 0.37 percent. UNICEF Educational Report (2010). If resources currently spent on students repeating grades were instead invested on enrolling new students without compromising on the quality of education, countries like Burundi, Madagascar, and Malawi could see potential GDP growth of 1.3%, 0.7%, and 0.6% year, respectively.

(Thomas, 2012) argue that spending money on children who need to repeat a grade is wasteful because that money could be better spent on improving the quality of education or on helping more

children in a given cohort complete primary school. Repetition also has a substantial effect on the primary school graduation rate, which is a crucial aspect of Uganda Primary Education (UPE). The higher the rate of repetition, the lower the percentage of children who graduate from elementary school and the greater the likelihood that some children who have repeated will dropout.

According to a survey conducted by the Ugandan Ministry of Education in 2003, the physical facilities of primary schools in Uganda are woefully inadequate, particularly classrooms, teacher residences, and toilets (Ahiavi & Thomas, 2021). This poses a security and health risk and impairs education. It is also explained in the survey that overcrowding in the classrooms and a lack of qualified teachers are to blame for the high rates of student attrition and subpar results. As a means of preparing them to compete for limited secondary openings, repeating students are chosen based on their exceptional academic potential. Many school administrators, teachers, and parents believe that repeating a grade is preferable to promotion for students with poor academic performance.

Repetition is ideally regarded as a means of replacing subpar performance with good and improved marks with a primary objective of enhancing academic performance. The extra year is thought to give students more time for personal adjustment, maturation, and skill development because repetition is a technique used in the early classes to stop failure before it happens. Repeated instruction is a method for ensuring that students master the foundational knowledge required for success in higher grades (Kipngetich, 2019a).

Currently, students who perform poorly in a course are either compelled to retake it or can repeat it voluntarily to better their performance the next academic year. On occasion, repetition has been shown to result in substandard work or, as a result of low self-esteem among repeating students, dropouts. Clearly, students who repeat subjects are more likely to drop out of school (Kipngetich et al., 2017)

Repetition and dropout rates, especially among female students, are still far too high, as pointed out by (Musasia et al., 2012). As (Mutai, 2016) argues, students are more likely to drop out if they have to repeat a grade, and those who do so are more likely to live in poverty and be infected with HIV due to the increased influence of men in their lives. Even though the government of Kenya made primary school free for all children in 2003, an estimated one million children of school-age

are still not enrolled in school. Additionally, approximately 13,000 Kenyan girls drop out of school annually owing to repetitions and early motherhood (Kipngetich, 2019b). According to the survey the cost of education increased partly due to repetition which impacted on class size.

(Ndiewo et al., 2016) studied what made students in Siaya District Secondary Schools do poorly and found that in many schools, students had to repeat classes to get better grades, and those who couldn't do that chose to quit school. Onyango observed that education is most effective when each student advances one grade level annually. Each repeating student has the same economic impact as a new student. This increases class size and necessitates the purchase of additional desk items. If a significant percentage of pupils repeat a year, additional teachers and classrooms will be needed. This study, which was conducted in secondary schools, sought to identify the factors behind low academic attainment. This research was conducted in primary schools to examine the effect of repetition on student academic achievement.

2.4 Strategies Employed to Reduce Repetition in Schools.

The percentage of kids who need to retake a grade because they were absent from school due to illness or other family responsibilities should decrease as health care, nutrition standards, and economic opportunities in Mexico and other developing nations continue to improve, (Holzinger & Biddle, 2019). Instead of repeating a grade, students who attend school with limited exposure to the language of instruction might benefit more from a multilingual curriculum designed to meet their specific requirements. In addition, providing financial stipends to families in exchange for their child's school attendance is a simple yet effective solution for pupils whose families want them to work. This method has greatly increased enrollment in school, reduced the number of students who need to repeat a grade, and slowed the rate at which students leave school altogether in rural Mexico.

In Mexico, claim that repetition resulting from irregular school attendance due to health or nutrition issues or family job demands should similarly decline as developing nations improve their general health, nutrition, and economic opportunities. A multilingual program tailored to the needs of pupils who enter school with limited exposure to the language of instruction would be preferable to grade repetition. And for students whose families want them to work, a simple yet

successful solution is to pay monetary stipends to the families in exchange for their child's school attendance. In rural Mexico, this strategy has significantly boosted school attendance and decreased grade repetition and dropout rates.

On the notion that automatic promotion would be disadvantageous for low-achieving students in developing nations, grade repetition is frequently viewed as a solution. But (Kyereko et al., 2022) says that neither automatic promotions nor repeating a grade solves the problem of low achievers. Instead, the problem could be solved by giving these students better learning opportunities, such as early intervention for students who are at risk by giving them extra lessons and working more closely with their parents to make sure they are supported and encouraged at home.

In France the rate of student grade repetition in the 1960s was at 52%. before they could join the secondary level education. In the rates substantially declined to 37% in the 1980s and further accounted for only 14% by the end of late 2000s. The French government had an ambitious target of halve the figure by the end of 2013 .The strategies employed by the French government to reduce repetition in schools included ,helping the schools raise teacher awareness on the consequences of repetition ,providing financial incentives to schools to reduce repetition and introducing reduction of repetition as part of the accountability systems in schools(OECD, 2012).

When enhanced academic standards, expectations and stringent discipline policies were established in a number of high schools in Oakland, California (United States), the rate of repetition among students from minority groups declined significantly (Mattingly & Schaefer, 2021). National policies that encourage retaking these grades again and again are counterproductive for countries trying to achieve universal basic education because of the correlation between grade repetition and high rates of student attrition. Consequently, any imposed qualifying criterion must be realistic rather than too severe, particularly those for promotion through the primary cycle.

According to (Millea et al., 2018), in order to increase performance, it is advised that such learners be recognized early and given access to the most efficient approach of tailoring the curriculum, instruction, and assessment to each individual student. Strengths-based approaches to educating, supporting, encouraging, and developing specific pupils should be made available to teachers. Additionally, the students could be assigned to a single teacher for two or more years, giving the

teacher additional time to get to know each pupil personally and modify their teaching and learning methods.

Instead of waiting until chronic patterns of school failure, repetitions, and frustrations have been entrenched, (Dahir et al., 2019) recommended putting more of an emphasis on prevention and early intervention. Programs for preschool and kindergarten should be offered to the low-income and minority pupils who are most at risk of dropping out. For those who do not already speak it fluently, it should be developed. Additionally, a supportive environment in the classroom and personal connections with challenging pupils are created. Despite the fact that they lag behind the majority of their classmates, these students should view their teachers and parents as supportive allies who collaborate to ensure their success and who recognize and value their efforts and advancement. By keeping open lines of communication, allowing parents into the classroom, and giving them educational tools to use in home tutoring their children, schools should establish relationships with parents (Feirsen et al., 2021).

Research conducted in Cuba indicates that the quality of educator preparation and a high regard for the teaching profession are associated to schools with 100 percent attendance and retention through the sixth grade, and the reduction of illiteracy to 0.12 percent (Castro, 2003). This was a shared progress that brought Cuba out of poverty by improving and reducing repetition and waste in schools through direct engagement in the education system. This was largely prompted by an extraordinary dedication to the professional development of teaching personnel and the improvement of relationships among educators, students, and families (Rivera, 2022).

Automatic promotion, which is done in Mauritius and the Seychelles, is a more cost-effective technique than expensive remedial classes or catch-up programs for kids who are struggling to learn and normally require one-on-one instruction (Gustafsson, 2018). The most cost-efficient strategies are those that promote prevention or emphasize interventions prior to the development of learning gaps. Particularly, programs that aim to promote learning readiness in early preschool or give individual remediation as soon as learning challenges become evident or when absenteeism is observed will effectively reduce repeat and early school departure. This should result in a decrease in wasteful expenditures and a rise in student retention (Bashir et al., 2018).

Foundational and intermediate levels are crucial because quality learning at the primary level is necessary for learner retention and progression. According to South Africa Department of Education (2000 & 2005)(Department of Education, 2005), the solution to repetition as a problem is to ensure that more financial resources should be made available to schools and especially to poor learners. It further alludes that high quality, motivated teachers and skilled leadership are equally important to reducing repetition in schools. Furthermore, schools must be supported, but assistance must be coupled with pressure. Each school should have a strategy to ensure that the intended objective, which is the retention of all students until they have received an adequate education, is realized.

Reports by (Sekiwu et al., 2020) , Ugandan children were concerned that teachers should improve on their performance as a measure of reducing repetition in schools and improving quality performance. If teachers handle their work professionally, learners become more motivated to learn. The report further indicates that teachers should stop harsh punishments on the pupils and fellow children should behave well to their peers. This will improve the school's environment. Further, it was stated that the local chairman (LC) should punish children who drop out of school and that parents should be encouraged to send their daughters to school at the appropriate age, because the age of a learner contributes to repetitions and wastage (Dziurzyński & Duda, 2018).

The Kenyan government has implemented policies to lessen grade repetition among students in Kenyan elementary schools. Grade repetition is banned by Kenyan law, as stated in section 35 of the Basic Education Act 2013(BASIC EDUCATION ACT, 2013). Additionally, in an effort to discourage grade repetition, the Kenyan government has passed laws such the TSC ACT 2012, the Code of Regulation for Teachers 2015, and the Teachers Service Commission Code of Conduct and Ethics 2015(Aduda et al., 2019).

According to (Koros et al., 2013), the policy priorities for primary education attempt to solve significant problems such as maintaining high gross enrolment rates, minimizing dropout rates, enhancing completion and transition rates, and decreasing grade repetition. Once more, policymakers must address the causes of poor attendance, the caliber and applicability of the curriculum, and the necessity to support teachers and students adequately, especially those who are slow learners and at danger of grade repeat. School fees and other indirect costs of education

for Kenyan residents have been eliminated. Compared to other African nations, Kenya seems to spend a lot more money on education.

The first Kenya National Human Development Report (World Bank, 1997) indicates that the Kenyan government has pursued several policies aimed at expanding and improving education efficiency by reducing wastages. The abolition of school fees in standards one to four in 1978 and standards five to seven in 1987, introduction of free milk in 1979 for primary school children, the intensification of school feeding program and infrastructural improvement are some of the interventions that are to enhance educational opportunities for school age (Mbunde, 2017).

(Abuya & Ngware, 2016) identifies some of the critical areas worth addressing to eradicate grade repetition in Kenya. These areas include enhancing pre-service and in-service training, ensuring that learning institutions have access to suitable infrastructure and teaching materials, developing appropriate mechanisms for monitoring teacher absenteeism, giving instructors proper pedagogical assistance in coping with high class sizes, heterogeneity and learning capacity of students in the same classroom, and aiding kids with learning disabilities who are struggling academically. While the previously reviewed literature largely concerned itself with the methods used by different nations to cut down on waste, the current study aims to determine the impact that repetition has on students' ability to learn in elementary schools within the Alego Usonga Sub County and how they are attempting to do so.

2.5 Theoretical Framework

The self-efficacy theory developed by Bandura and Albert Bandura, which is based on the conviction that one can successfully complete a task, served as the study's main framework. Albert (Bandura, 1977). The theory discusses an individual's belief in his or her capacity to carry out the behavior required to accomplish specific performance objectives. Self-efficacy theory has developed and been used in many different disciplines since it was first introduced in 1977. It has been used in education by a number of authors to tackle some of the most urgent problems, like grade repetition and school dropouts in relation to students' academic performance. In order to evaluate the perceived impact of efficacy expectations on academic achievement, self-efficacy effectiveness in an academic setting was explored in the study by (Lane & Lane, 2001). The outcomes showed that self-efficacy can be useful in educational contexts.

(Bandura, 2018) argues that an individual's sense of self-efficacy is influenced by a number of factors, including the task's difficulty, the individual's level of effort, and the timing of their successes and failures (Bandura & Hall, 2018). The model asserts that information processing is central to the learning process. Self-efficacy is strongly associated with academic performance. Self-efficacy has a significant impact on class repetition. Studies have shown, for instance, that low self-esteem caused by class repetition in primary schools has a negative effect on self-efficacy, resulting in a general decline in the academic performance of pupils, which can lead to dropouts. According to (Artino, 2012), self-efficacy is a crucial component in numerous theories of motivation and learning. The theory can be used to predict and explain a variety of human behaviors, including athletic abilities and academic accomplishments. The self-efficacy component of Bandura's social cognitive theory has had a significant impact on the study of academic motivation and achievement. Therefore, academic self-efficacy development is an essential objective for any educator.

According to OECD 2017, developing relevant competencies while ensuring good academic performance is the process of providing performance education in primary schools in Kenya. Reports suggest that pupils in Kenya display higher psychological distress levels as compared to the general population (Eskin et al., 2016). Further, longitudinal evidence suggests that student wellbeing is significantly lower amongst primary school students, with the first term of the year being more stressful for pupils (X. Liu et al., 2019). Self-efficacy is a familiar self-regulatory mechanism with a subject that has been studied in relation to subjective wellbeing components such as burnout or academic performance (Alarcon et al., 2009).

Bandura has widened the scope of the self-efficacy theory by arguing that phobic fear results from a lack of confidence in one's ability to both perform visibly and exert control over frightening thoughts. Usually, people with a durable impression of self-efficacy believe they can accomplish even complex undertakings. This theory, therefore, suited the study as it enabled the identification of intervention strategies (Q. Yang et al., 2019). Class repetition intervention strategies in Kenyan primary schools require members of society to have confidence in themselves, exercise agency, work hard, and show resilience in the face of adversity. The setting of class repetition as a task and challenge being experienced makes them focus, exert effort through various activities, and remain strong when faced with challenges. The theory is applicable to the current study because it sought to determine how often students in public primary schools in Alego Usonga Sub County should

repeat a grade in order to improve their performance. This theory is appropriate for the study's stated purpose of examining the effects of repetition on students' academic performance in public primary schools in Alego Usonga Sub County, where the study was conducted.

2.6 Conceptual Framework

According to the production function model developed by (Simmons & Alexander, 1975), the function entails transformation of raw materials into finished goods. The nature of outputs produced by a school's system is determined by the inputs and how they are utilized. In order for a school's design to produce the intellectual and moral excellence that is desired, a number of factors work in concert. Government, teachers, school administration, parents, and the community must collaborate for the school's benefit in order for this to be possible(Hargreaves, 2001). When a student repeats a grade, there must be consequences for such unsatisfactory academic outcomes. The conceptual framework describes the fundamental consequences of class repetition on the academic performance of primary school kids, including stigma, low self-esteem, classroom overcrowding, and age. High levels of self-esteem are strongly linked to reports of subjective well-being and academic achievement, while low levels of self-esteem are invariably associated with the opposite. A marginalized and stigmatized identity may present itself in academic settings as worries surrounding academic competence. The quality of education and the learning environment in a classroom is negatively impacted when class sizes are too large (Kraft, 2020).

In addition to increasing the likelihood of widespread failure, overcrowded classrooms discourage students from attending school. The academic success of a student is greatly affected by his or her age. Underage students, in contrast to older students, may find it difficult to concentrate on classwork, whereas overaged students may lose their self-esteem, resulting in a decline in academic performance(Christakis et al., 2020).

Independent Variable /Repetition

Dependent variable /Pupil performance

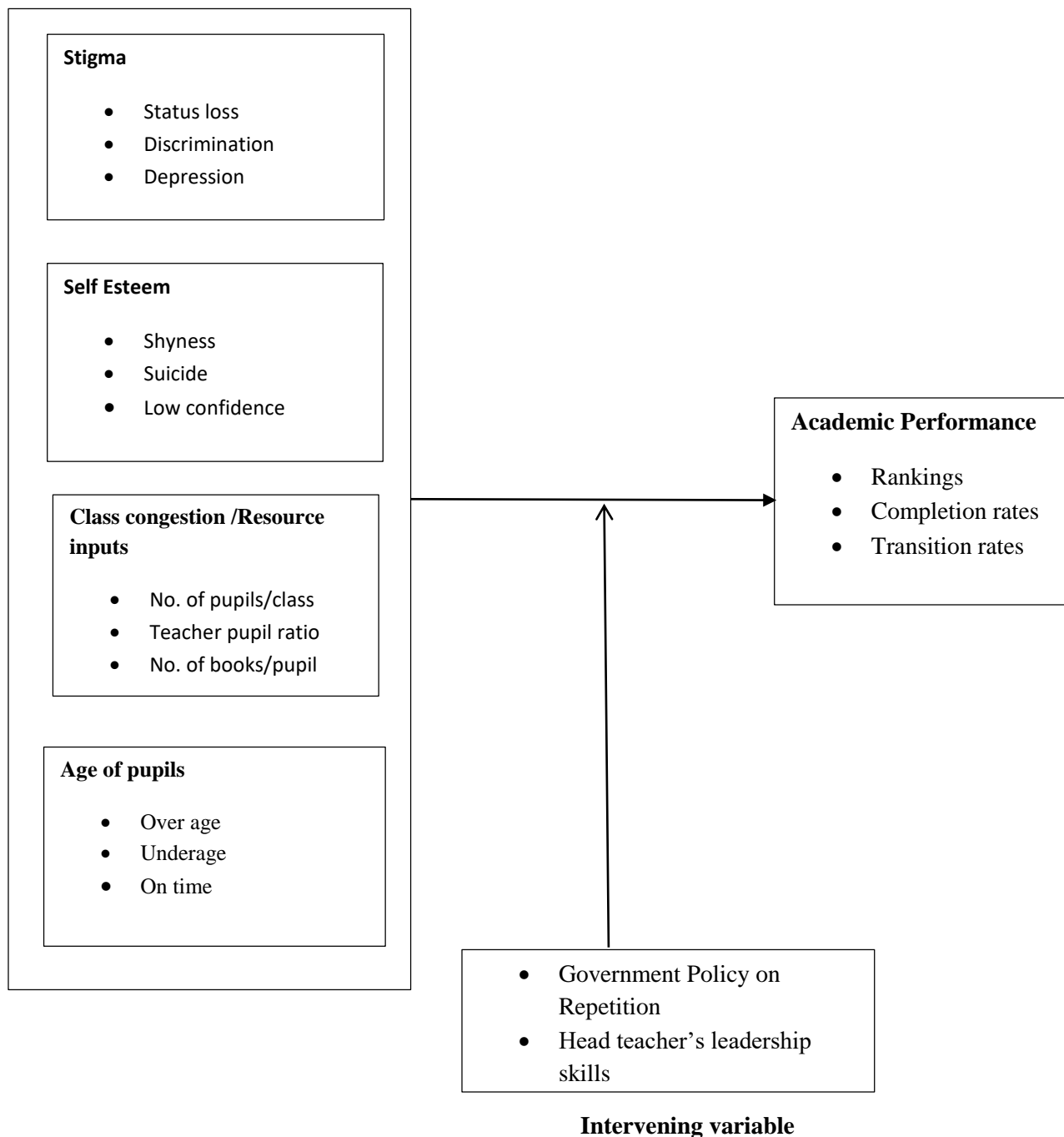


Figure 1.0. The Conceptual framework

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This chapter provides a description of area of study, discussing topics like research strategy, population of interest, sample size and sampling methods, data collection tools, a trial run of the full study, and how information was gathered and analyzed.

3.1 Research Design

The study used a descriptive survey approach to investigate the effects of grade repetition on primary school students' academic achievement in Alego Usonga Sub County. According to (Ngari, 2020), the design is suitable for data collection, summarization, presentation, and interpretation. (J. A. Orodho, 2009) agrees that descriptive survey research designs are employed in preliminary studies to enable researchers to collect, summarize, present, and interpret data for the purpose of elucidation.

Similarly, (A. G. Mugenda, 2008) argues that, the best method available to social scientists who wish to collect data in order to describe a population that is too large to observe directly is survey design. The study employed a survey approach in order to obtain precise data on the current state of the effects of repetition on academic performance in elementary school. Since the effects to be determined already exist, the purpose of this type of study is to collect data in order to answer questions.

3.2 Area of Study

The research was conducted in public elementary schools in the Alego Usonga Sub County. The Sub County is located in Kenya's Siaya County. Bondo Sub County lies to the south, Bunyala Sub County to the north, Emuhaya and Butere Sub Counties to the north-east, and Kisumu West Sub County to the south-east form its borders. The Sub County encompasses a total area of 598.6km² and has a population of 218,367, of whom 140,674 are of school-age (6-13 years) (Republic of Kenya, 2009).

This sub-county was appropriate for this study due to poor academic performance and high number of repeat cases in primary schools located within the Sub County.

3.3 Target Population of the Study

A researcher's target population consists of any actual or fictitious individuals, events, or goals that share enough similarities for the researcher to extrapolate their findings to them (A. G. Mugenda, 2008). Alego Usonga There are 139 primary schools in the Sub County, so the sample included 139 head teachers, 139 class teachers, 695 students who had previously repeated a grade, the Sub County Director of Education, and 7 Curriculum Support Officers (CSOs). Therefore, the total number of participants in the study was 981.

3.4 Sample and Sampling Technique

A sample is defined as a selection from a larger population (Kaliannan & Chandran, 2012). Therefore, the sample was utilized to generalize the investigated characteristics to the entire population. The research used a simple random sampling method, following the rule of thumb recommended by (Mills & Gay, 2019), which recommends taking a 10% sample from a large population and a 20% sample from a small population. Twenty percent of the population, or 139 schools, was randomly selected, yielding 28 schools. As further defined by (Burke, 2019), a random sample is one in which each member of the study's population is selected with a probability proportional to their representation in the sample.

The study utilized stratified random sampling to select 28 head teachers, 28 class teachers, and 139 repeaters, i.e., those who did not require replacement of the item drawn. The primary benefit of this method is that it ensures the sample is representative of the population of interest, which in turn guarantees that statistical inferences are reliable. Saturated sampling was utilized to include all seven CSOs and the Sub County Director of Education in the study. According to (Mills & Gay, 2019), the target population should be adequately represented in educational research. The study sample is displayed in the table that follows.

Table 3.1: presents the sampling matrix.

Sampling matrix

DESCRIPTION	POPULATION	SAMPLE SIZE
SCDE	1	1
Head teacher	139	28
Class teacher	139	28
Repeaters	695	139
CSOs	7	7
Total	981	203

The sample frame shows a total population of 981 and the sample population proportion of 203; 20.6%. The investigation came to the conclusion that the population size affected how closely the data matched that of the population. Obtaining precise estimates of population values necessitates a sufficiently high sample size, as explained by (A. G. Mugenda, 2008), who also stresses the importance of a large sample size.

3.5 Instruments for Data Collection

The data was gathered using questionnaires, for which a standard list of questions pertinent to the investigation was compiled (Saleem, 2009). There was one for each principal of the schools under investigation, as well as separate forms for each class teacher and the Sub-County Education Officer. There were three distinct types of structured questionnaire, including closed-ended and open-ended questions. (Geoffrey E. Mills, 2016) asserts that questionnaires allow respondents to openly share their thoughts, ideas, and opinions. (Taylor, 2008) argues that questionnaires have the benefit of being simple and a suitable method for collecting data from a large number of respondents. In order to discover the attitudes and opinions of individuals. A schedule of interviews was used to gather information from the Head teachers, SCDE, and CSOs.

3.5.1. Questionnaires for Head teachers (QHT)

The questionnaire for school administrators included both open-ended and closed-ended questions. The questionnaires are divided into four sections: section A provides information about the school, section B provides information about the head teacher, section C described the school's resources, and section D addressed curriculum delivery and implementation. The objective was to allow the researcher to collect as much data as possible regarding the effects of repetition in schools. The questions were also meant to unearth any initiatives already underway to curb waste in educational institutions.

3.5.2. Questionnaire for class teachers (QCT)

This comprised information based on enrolment and rate of repetition in schools. The questionnaire comprised three sections: section A, school and class teacher's details, section B, school Resources, section C Curriculum Delivery and Implementation. The aim was to find out effects of rates of repetition in each level in schools.

3.5.3. Interview schedule for Sub County Director of Education.

This comprises one section and includes education achievements; teacher related factors, learner related factors and level of resources in schools in the Sub County. The argument is that such cannot be wished away in studying effects of repetition in schools.

3.5.4. Interview Schedule for CSOs

This will be used to guide interviews with the head teachers and CSOs on education achievements; teacher related factors, learner related factors and level of resources in schools in the Sub County. The argument was that such cannot be wished away in studying effects of repetition in primary schools. The interview guide contains objectives covered throughout the study.

3.6 Pilot Study

In research, a pilot study is a small-scale test of hypotheses, methods, and tools (GATWIRI, 2013; Mudemb, 2013; B. Orodho et al., 2005).. Prior to the actual data collection, a pilot study was done

in five schools that were not included in the final study population. The 45 responses included the principals and classroom instructors from each pilot school (O. M. Mugenda & Mugenda, 2003). The pilot study was conducted so that I could become accustomed to administering the surveys and determine the instruments' reliability and validity, with the ultimate goal of making the instruments and procedures more effective.

3.6.1. Reliability of Instruments

A reliable instrument is one that consistently produces the same results. According to (A. G. Mugenda, 2008), dependability is defined as the consistency with which a given measuring process yields results in excess of the precision with which the underlying concept is measured by the instrument. To ensure the highest degree of accuracy, pilot research was undertaken at five schools outside of the final sample. As a part of the pilot study, we used the Cronbach's Alpha coefficient of internal consistency, an established method for gauging reliability.

$$\text{Alpha} = \frac{Nr}{1+r(N-1)}$$

Where: r is the mean inter item correlation, and

N =number of items in the scale.

Due to the large scale in the items the researcher used SPSS Version 23 to derive the inter item correlation. Two different but alternative forms of the questionnaires constructed to sample the same content to the respondents in pilot schools at the same time was administered. Once the inter item correlation matrix was generated, they were summed up to estimate the mean correlation. For example: if the average inters item correlation of a scale that comprises six items was 0.5, then the alpha for the scale would be $6(.5) / (1+.5(6-1))$, which was 0.857.

The alpha value was thought to be a conservative measure of reliability. Its intended purpose is to provide an assessment of the validity of scales that contain only binary-scored items. When the coefficient of consistency between items on a scale is high, it indicates that those items are significantly correlated with one another, and vice versa (A. G. Mugenda, 2008).

This method needed a single administration and offered a unique, quantitative measure of an instrument's internal consistency. This enabled the researcher discover the challenges the

respondents were likely to encounter on the collection instruments employed. The pilot study also provided opportunity to predict how the items in the questionnaire were to be interpreted and the amount of time to be spent in answering the questions.

3.6.2. Validity of the Instrument

Validity refers to the extent to which the results derived from the analysis of the data accurately represent the phenomenon being investigated. According to (A. G. Mugenda, 2008) , validity is the precision and significance of conclusions drawn from research results. There are three varieties of validity: face validity, content validity, and construct validity. Face validity denotes the probability that a question will be misunderstood or misinterpreted (Wilkenson, 1991). It was determined through pilot testing which items might be misunderstood or misinterpreted, thereby increasing the likelihood of face validity. Those items that required modification were modified accordingly. Content validity refers to whether or not the instrument adequately addresses the topic. My supervisor, who is well-versed in research, was consulted in order to guarantee that the instruments pass the content validity test.

3.7 Data Collection Procedure

The study required approval from the National Council for Research and Technology and the Ministry of Education in addition to an introduction letter from the Board of Postgraduate Studies at Jaramogi Oginga Odinga University of Science and Technology. Subsequently, a letter was obtained from the office of the Sub County Director of Education in order to raise awareness of the study prior to the administration of questionnaires. The researcher conducted in-person interviews with CSOs and distributed questionnaires to respondents. The selected respondents were administered questionnaires and interviews at their schools or places of business. The respondents were given one week to complete the questionnaires, after which they were collected. We conducted face-to-face interviews with principals, SCDE, and CSOs.

3.8 Methods of Data Analysis

The quantitative data gathered from questionnaires will be analyzed using a variety of statistical methods, such as measures of central tendency and dispersion. Simple descriptive statistics

were applied to quantitative data for analysis. Included in the statistics to be employed were frequency counts, means, tables, graphs, and percentages. The qualitative information gleaned from interview guides will be analyzed in real time, as overarching themes and smaller, more specific ones become clear. (Gray, 2013) remarked that qualitative data provides rich descriptions and explanations that demonstrate the chronological progression of events, as well as frequently leading to random findings.

3.8.1 Quantitative Data Analysis

The primary quantitative data collected in the field were first edited to eliminate glaring errors and identify questionnaires that were incomplete. Coding was performed to facilitate data analysis. Various measures of central tendencies, such as frequencies and percentages, were used to report the data (J. A. Orodho, 2009). Table 3.3 demonstrates how quantitative analysis was conducted.

Table 3.3 Quantitative Data Analysis Matrix

Research objectives	Independent variable	Dependent variable	Statistical test
To establish how repetition influences learner participation in class.	Learners' self-efficacy	Learners' academic performance	Frequencies, mean rating and percentages
To determine influence of repetition on primary schools resources in Alego Usonga Sub County.	Principals' attitude	Learners' academic performance	Frequencies, mean rating and percentages
To establish strategies put in place to reduce repetition in primary schools in Alego Usonga Sub County.	Availability of teaching/learning resources materials	Learners' academic performance	Frequencies, mean rating and percentages

Source: Researcher, 2021

3.8.2 Qualitative Data Analysis

Narratives and direct quotes from participants were used to illustrate how qualitative data from in-depth interviews and free-form questions were analyzed thematically to meet the study's aims. According to (Braun & Clarke, 2006; Creswell, 2002) thematic analysis is a technique for identifying, analyzing, and reporting patterns (themes) in data. The data were then interpreted based on the emerging themes. The table 3.4 provides a thematic structure for the analysis.

Table 3.4 Phases of Thematic Analysis.

Phase	Description
1. Familiarizing oneself with the data.	Transcribing data, reading and re-reading the data, noting down the initial ideas
2. Generating initial codes.	Coding interesting features of the data in a systematic manner across the entire data set, collating data relevant to each code.
3. Searching for themes.	Collating codes into potential themes, gathering all data relevant to each potential theme.
4. Reviewing themes.	Level 1: Checking if themes work in relation to coded extracts and the entire data set. Level 2: Generating a thematic 'map' of analysis.
5. Defining and naming the themes.	Ongoing analysis to refine the specifics of each theme and overall story the analysis tells, generating clear definitions and names for each theme.
6. Producing the report.	The final opportunity for analysis. Selection of vivid extract examples, final analysis of selected extracts, relating back the analysis to the research questions and literature, producing a scholarly report of the analysis.

Source:(Braun & Clarke, 2006)

3.9 Ethical Considerations

Ethics in research focuses on values, safety and privacy of those engaged in research exercise. Application of ethical standards from planning, data collection, analysis and dissemination of the results were enhanced. On the relationship between the research execution and the respondents, the researcher ensured that they freely give informed consent, that is, the researcher explained as clearly as possible the purpose of the study, the implications of their participation in the study and issues of confidentiality. The researcher ensured that she aims at doing the study within the University guidelines to achieve quality and besides acknowledging sources of academic works that are not her own.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION.

4.1.Introduction

This chapter discusses the study's data analysis and findings. The purpose of the study was to determine the impact of class repetition on academic achievement in Alego Usonga Sub County's public primary schools. The first section of this chapter provides background information about respondents, their institution or areas of management, and the significance of their participation in the study. The results of the study are presented in Sections 2, 3, and 4 of this chapter, with emphasis on how those results relate to and are significant for achieving the study's research objectives. These include a) the effects of class repetition on the academic achievements of learners, b) the effects of school resources on the academic performance of students in public primary schools, and c) the strategies implemented to reduce the repetition of students in primary schools in Alego Usonga Sub County.

Questionnaires were distributed to principals, seventh-grade teachers, and students who repeated seventh grade. Interviews with CSOs and SCDE were undertaken. The data given comprised a discussion of the findings of a study aiming at determining the impact of repetition on the academic performance of primary school students in Alego Usonga Sub County. The format for presenting the study's findings employs descriptive, tabular, and graphical formats.

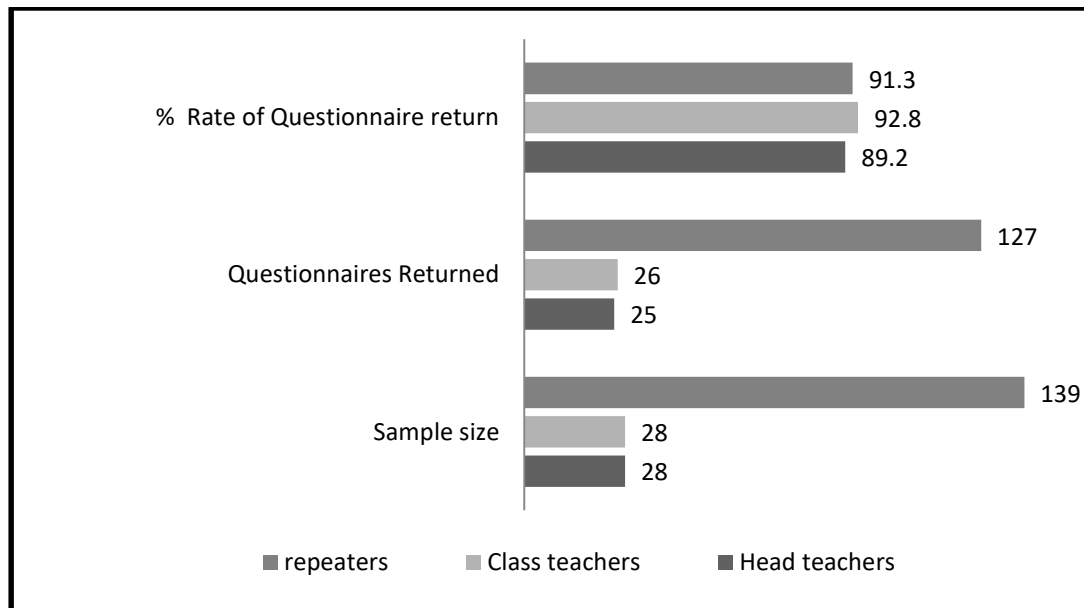
4.2.Background information of the Respondents

A major goal of this research was to ascertain how often students in public elementary schools in Alego Usonga Sub County were required to repeat a class before they could successfully go on to the next one, hence this finding has important implications for the field. According to respondents, the following factors affected the academic achievement of primary school students in Alego Usonga Sub County. The factors are shown in table 4.5.

Table 4.1 Questionnaire Return Rate

Category of response	Sample size	Questionnaires Returned	% Rate of Questionnaire return
Head teachers	28	25	89.2
Class teachers	28	26	92.8
Repeaters	139	127	91.3
Total			

Figure 4.1 Questionnaire Return Rate



The significance of the percentage was to establish the level of collaboration and positivity of both teachers and repeaters in determining the impacts and influences of repetition on students' academic achievement in public primary schools.

In table 4.1 the percentage of questionnaires return was averagely 90% which was encouraging. This was achieved by booking an appointment before the researcher visited the schools to distribute the questionnaires and also by distribution of questionnaires to different schools in person during which the researcher explained the purpose for the study. The use of random

selection of schools across Alego Usonga Sub County also contributed to the high response rate since there were no influence from the neighboring schools.

Gender response was also sought and it was noted that of the adult respondents many were males unlike the young of which many were females.

Table 4.2 Gender of Respondents.

Category	sample	Question rate	male	female	Male%	Female%
Head teachers.	28	25	21	4	84%	16%
Class teachers.	28	26	15	11	57.69%	42.30%
Repeaters.	139	127	53	74	41.73%	58.26%
SCDE	1	1	–	1		100%
CSOs	7	7	5	2	71.42%	28.57%

On importance of gender to the study was aimed at establishing who between male and female teachers and pupils are highly affected by the class repetition and are willing to share its influence to academic performance in public primary schools in Alego Usonga Sub County.

The study also sought to find out the age of the respondents, it was noted that of the adult respondents many were males unlike the young of which many were females. Findings show that more male head teachers (84%) participated in the study than female head teachers (16%). The study findings also show that 26 class teachers participated in the study out of which 57.69% were males while 42.30% were females. The study revealed that most of repeaters in class 7 were females (58.26%) while males were only 41%. There were 7 CSOs who participated in the study out of which 71.42% were males while 28.5% were females.

Age response of the head teachers was also sought and it was noted that of the many respondents many were above 30 years of age.

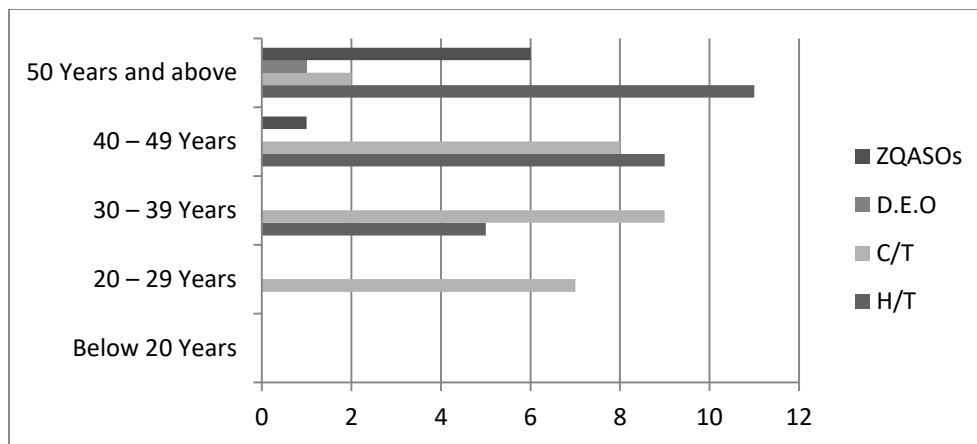


Figure 4.2: Age of Head Teachers Respondents

The importance of age of the head teachers to the study was to establish how ages of the respondents relate to establishing the influence of class repetition on pupils’ academic performance in their schools and age cooperation. Findings show that most of head teacher’s respondents were aged 50 years and above 11 head teachers followed by 40-49 years, 9 head teachers and age 30-39, 5 head teachers. No head teacher was aged below 29 years. This gave a mature group of head teachers who could guide the repeating students well as their parents and ensure that they were not harassed while in school.

In addition, the findings indicate that the majority of class teachers (nine) were between the ages of 30 and 39, followed by eight who were between the ages of 40 and 49. The majority of class teachers were similarly over the age of 50, with only two class 7 teachers in the 20- to 29-year age range. Six CSOs were older over 50, while only one was between 40 and 49 years old. The aforementioned data demonstrated that the majority of teachers were mature, allowing them to provide repeated pupils with a favorable learning environment. The repeating pupils were retained by the schools due to the guidance and counseling provided by the experienced teachers. Teachers that are above 45 years old are considered mature. These teachers have substantial field expertise. In the first place, they are more experienced and self-assured than their younger counterparts, which affects their motivations and behaviors (Berl, 2005).

During interviews with the Head teachers the study further established that requires much more attention than the first timer learners, as one head teacher maintained that;

The pupils who repeat schools are always feeling odd one out unless they get mature teachers to induct them on how to cope in their new classes. Some of the do opt out when they are not well inducted by adults. (HT 5)

Further interviews with CSOs also revealed that the presence of mature teachers in a school do help the repeating students settle down fast in a school and to overcome the peer pressure that would otherwise lead to drop out, as one of them noted thus;

Our primary schools are only able to retain the repeaters because of the presence of veteran teachers. They do play key role in the counselling the learners and offer them father/motherly love that makes the learners to pick up easily in their new classes. (CSO 4).

In the aforementioned context, veteran teachers would simply refer to the experienced teachers who had served in the teaching profession for a long period.

Age response of the repeaters was also sought and it was noted that of the many respondents many were below 15 years of age.

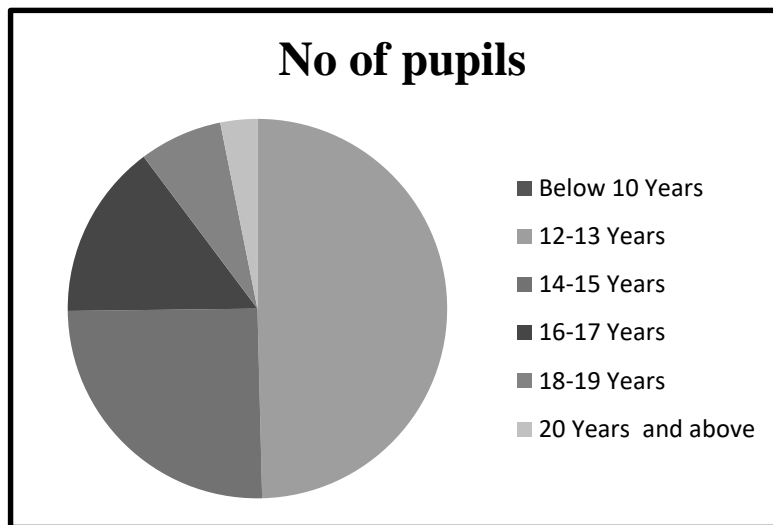


Figure 4.3 Age of repeaters respondents

The importance of the repeaters age to the study was to establish their age and their level of cooperation in establishing how repetition affects their academic performance and that of their schools.

The circle graph indicates that most of the respondents were aged 12-13 years and very few were aged above 20 years. Most learners were aged 12-13 years' 63 learners representing 49.6% of the respondents. Only 4 learners were aged 20 years and above representing 0.03% of the respondents. 32 learners were aged 14-15 years representing 25.19% while only 19 (14.96%) were aged 16-17 years. The findings in general shows that over 85.03% of learners were aged 14 years and above indicating how repetition is a form of wastage.

During interviews with head teachers the study established that most of the repeating learners were of tender age and that they had minimal challenges, the head teachers further indicated that there were only few cases of learners with advance ages who are repeating as one head teacher indicated;

In our school most repeaters are leaners who joined class one while they were under age and could not cope with the class level in which they find themselves in. They however cope and perform well after repeating and finding themselves in a class of learners in their age bracket. (HT 17)

Another head teacher confirmed that in his school they have learners who are over age to their class level simply because they love games but cannot perform in classwork.

Our school repeaters are slightly mature and do not feel peer pressure since they are more interested in sports and are not academic performers. They thrive so much in sports and repeated several times without having intention of furthering their studies. For example, we have five learners who only appear during ball games and athletics after that they disappear from school, their age is advance up to 16 and 16 years but do not mind repeating class seven (HT 23)

The study sought to find out the period of stay for head teachers in the school and as class teacher as shown in fig 4.4 below.

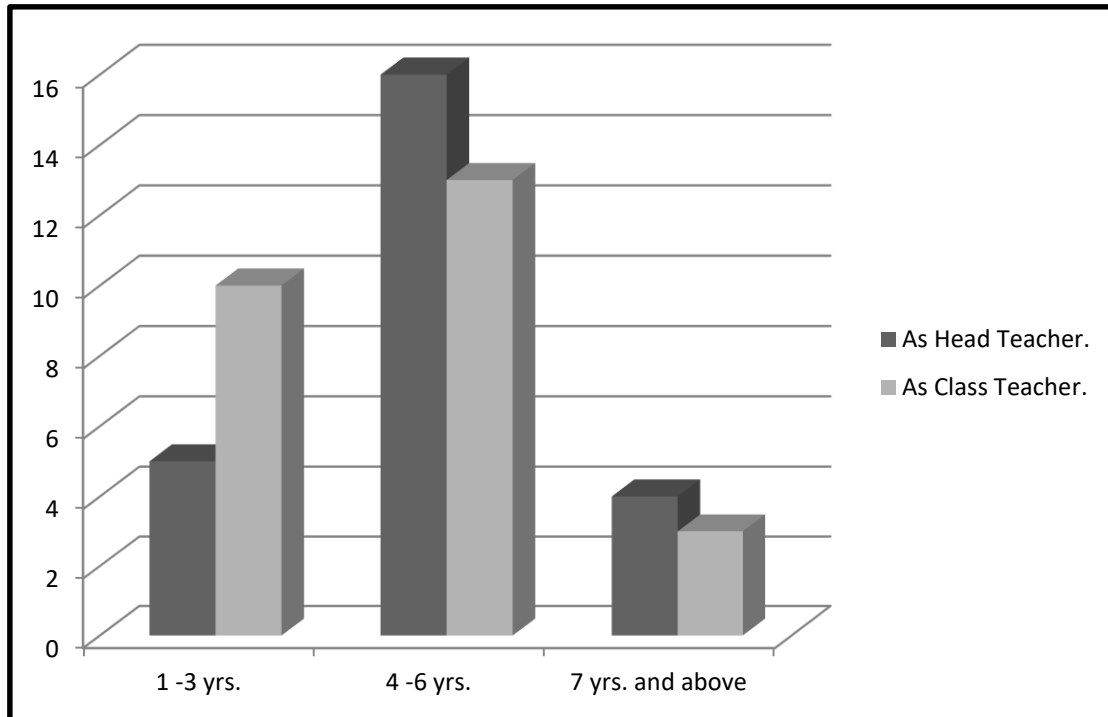


Figure 4.4 Teacher's Period of Stay.

The importance of period of stay of the head teacher in a school as a head teacher and as a class teacher to the study was aimed at establishing the level of experience and familiarity of the teachers in relation to the influence of class repetition on pupils in public primary schools of Alego Usonga Sub County on their academic performance.

Findings show that majority of the head teachers 16 (64%) had stayed in the current stations for 4 -6 years while 5 had stayed only for 1 – 3 years and 4 (16%) had taken over 7 years in their current stations.

The results further revealed that majority of the class teachers (50%) have also been a class teacher for 4 – 6 years in the school while 10 (38.47%) have been a class teacher for only 1 – 3 years and 3 (11.53%) have been a class teachers for 7 years and above.

The findings revealed that over 80% Of the head teacher have been head teachers in their current stations and so had every opportunity to set policies including repetition policies and implement

them. Again over 61.53% have been class teachers in same station and hence participated in policy formulations and had got opportunity to implement them.

During interviews with the head teachers the study established that some all had taken more than 4 years in their current schools. They maintained that it was making them to understand their learners especially the repeaters in their schools and from that were able to offer good support to those learners. As one head teacher noted;

My 7 years stay in the same school makes me to understand the challenges and weaknesses of the repeaters in my school. Am in a good position to counsel such learners and also guide teachers on how to handle the repeaters since I know them from class one when they first joined the school. (HT 7)

Further interview with the CSOs also confirmed that majority of head teachers had taken more than 4 years in their current work stations as head teachers. They also concurred with the head teachers that this was good in helping the repeaters in their schools since they were understanding the challenges being faced by such learners that led to them repeating the various classes. Again, the experience makes them understand the effects of repetition on learner's performance in school. Moreover, the class teacher's expertise positions them to provide effective direction on student repetition (MOEST, 2001). Employees report higher levels of contentment in their jobs as they gain experience, as reported by (Murithi, 2006). Therefore, the majority of teachers have more job experience, allowing them to devote more time to addressing variables that contribute to repetition and its influence on students.

The study aimed to determine the educational levels of head teachers and teachers listed in the table 4.3.

Table 4.3: Education level of Head teachers and Teachers

Education level	Head teachers	%	CSO	%	Teachers	%
Masters	1	4	1	14.28	–	
B.E.D	8	32	–		9	34.61
Diploma	11	44	3	42.85	12	46.15
P.T.E.	5	20	2	7.69	5	19.23
Others (A level)			1	14.28		

On importance of Education level of teachers and head teachers to the study was to establish the level of reasoning and arguments as far as knowledge level in relation to their responses on influence of class repetition on pupils’ academic performance in Alego Usonga public primary schools.

Table 4.3; shows that majority of the head teachers had diploma 11 (44%), while 1 had a master’s degree. Eight head teachers (32%) had bachelor’s degree while only 5 (20%) had Primary Teachers Education Certificate. In general, 80% of the head teacher had actually enhanced their education .Again majority of CSOs had further education above diploma 57.14% while 1 had A level certificate. 12 teachers 46.15% had diploma, 9 (43.61%) had bachelor degree while only 5 (19.23%) had P.T.E certificate and has never made any effort to advance their education. In general, 80.76% of class teachers had advanced education at least diploma and above.

Teaching requires suitable abilities, particularly for management; school administrators, education officers, and instructors must have the skills necessary to meet the demands of their management and teaching responsibilities.

The study established during interviews with CSOs that majority of the head teachers had degree level with a few having master degree. This they noted was helping the schools to give wise counsel to the learners when it comes to repeating class. The higher academic level of the head teachers was also believed to be helping in improving performance hence the head teachers

preferred learners with low academic achievement to repeat than to proceed to the next class and finally fail in KCPE. As one CSO noted thus;

The higher academic level of head teacher does lead to academic competition among schools. Head teachers with higher academic level would want their schools to lead in the final year examinations hence they encourage repetition in their schools so as promote only clever learners. This has been a challenge in our Zone where parents and their children have been coming to our offices complaining that they were being forced to repeat classes against the Government policy. (CSO 3)

Further interviews with head teachers revealed that their academic level was determining their school performance in final examinations. The head teachers concur with the CSOs that once they further their education, they were feeling embarrassed when they performed poorly in exams and were to use all approaches to reduce poor performance hence repetition is part of their approach. One head teacher further indicated that;

I find it a waste of resources and time to push a learner who cannot pass one class level exams to the next class. We do call the parents whose children have failed and advise them that if such learners were promoted, they will find things more difficult as they progress. It is after such agreement that we advise the learners to repeat their classes. (HT 15)

Such skills can be acquired through formal training, and it is good to observe that the majority of headteachers, teachers, and CSOs held diplomas or higher qualifications. (Cameron et al., 2020) indicate that educating school administrators and teachers is necessary for them to gain competency skills, allowing them to effectively administer educational programs.

The purpose of the study was to determine the types of schools and their influence on class repetition.

Table 4.4 Type of school.

	Day		Day/Boarding		Boarding		Total	
	Number	%	Number	%	Number	%	Number	%
Girls					2	7.69%	2	7.69%
Boys								
Mixed	23	88.46%	1	3.84%			24	92.30%
Total								

The importance of the school nature to the study was to establish how both boarding and day schooling affects class repetition and its influence on the pupil's academic performance.

The study involved 2 (7.69%) girl boarding school, 1 (3.84%) mixed day/boarding and 23 (88.46%) mixed day school. The study revealed that 92.30% of the schools were mixed day schools.

Interviews with head teachers revealed that most repetition cases were being experienced in mixed schools not because of their large numbers but because of their home environment. One head teacher noted thus;

From my school is found in the rural area and around the lake where fishing is the main economic activity. Parents and other siblings do not value education and most learners also do not put much efforts on their studies. We are therefore forced to recommend repetition to many learners in order for them to improve in their performance. (HT 9)

The head teachers' sentiments were also echoed by the CSOs who indicated that most repetition cases were coming from mixed day schools in the rural areas as one puts it;

From my Zone am having a lot of difficulty in enforcing non repetition policy because majority of schools are facing a challenge of poor academic performance due to beach influence. The schools are therefore forced to recommend repetition to learners who are performing poorly as a result of their environmental influence.

(CSO.3)

4.3. How class repetition affects learner academic achievement in public primary schools in Alego Usonga Sub County

Head teachers, class teachers, students, the Subcounty director of education, and Curriculum Support Officers were all asked to describe the impact of class repetition on the academic attainment of students. It was requested that the key informants comment on the consequences of repetition in primary schools. This was done in an effort to give policy recommendations on how to reduce waste in the primary education cycle, hence enhancing internal school efficiency.

This was important because the purpose of the research was to find out how often students in Alego Usonga Sub County's public primary schools had to repeat a class in order to perform exam. Students' academic performance in public primary schools in Alego Usonga Sub County was affected by the following factors, as reported by respondents. Table 4.5 displays the variables.

Table 4.5 effects of repetition on academic performance in public primary schools in Alego Usonga Sub County.

Effects of repetition	Head teacher.	Percentages of head teachers	Class teacher.	Percentage of class teachers	CSOs	Percentage of CSOs
Suicide	25	100%	26	100%	3	42.85%
Loss of self esteem	25	100%	26	100%	7	100%
Stigma	25	100%	26	100%	7	100%
Over age learners.	18	72%	15	57%	–	–
Drugs and substance abuse.	8	32%	13	50%	2	28.5%
Class congestion	24	96%	22	84.6%		
High teacher pupil ratio	25	100%	24	92.3%	–	–

The importance of this data to the study was to establish the effects of class repetition on learner academic achievement in Alego Usonga Sub County primary schools.

Table 4.5 shows that loss of self-esteem and stigma were listed by all respondents (head teachers, class teachers and CSOs) to be effects of repetition on academic performance. Suicide was listed by all head teachers and class teachers; noticeably only 3 (42%) CSOs indicated suicide to be effect of repetition on academic performance of pupils in Alego Usonga Sub County.

Other factors that were also listed to be effects of repetition were drugs and substance abuse, over age learners, class congestion and high teacher pupil ratio. It should also be noted that while head teachers and class teachers agreed on high teacher to student ratio to be an effect of repetition on learner's academic performance. All CSOs noted that teachers use poor delivery techniques to cover the syllabus hence causing repetition.

Education level of family members was also mentioned by nearly all respondents; only one headteacher, four teachers, and one CSO did not cite it as a reason of recurrence. The educational level of the family influences a child's participation in school, resulting in a lack of enthusiasm on the part of the student and the teacher, which leads to poor performance and repetition.

As this is a quantitative study, a qualitative analysis was also undertaken to determine the performance of the students after repetition in accordance with the cause, and the results were identical to those of the quantitative analysis. As indicated by the comments of the majority of headteachers, inadequate teachers, malnutrition, inadequacy of physical facilities, large amount of material to be taught, failure to take tests, learner absenteeism, and poor performance on exams were the leading causes of repetition. the family's degree of education, adolescent pregnancies and Substance addiction and drug abuse.

The study also determined, through interviews with the school's head teachers, that the school's environment posed a number of obstacles that contributed to the students' poor performance, as one headteacher put it;

In my school, the majority of students begin smoking and engaging in premarital sexual activity at a young age, which lowers their performance and leads to repetition. I have attempted to counsel the majority of my students with their teachers, but owing to negative influences at home and among their peers, they are unwilling to change. I believe there is a substantial societal influence on the students. Therefore, repetition enables our school to send out certain students with successful KCPE results. (HT 17)

One head teacher of a primary school expressed worry that the lack of sufficient teachers in their school, as opposed to poor delivery by teachers as always perceived by many, and the continual increase in new admissions had severely threatened their work by increasing their workload and pupil-to-teacher ratio, consequently hindering attention to slow-learning students in connection to the topics to be addressed.

One primary school teacher cited student absence as a major factor in repetition, since absentees often fail to make up for lost ground once they return to class.

Further interviews with CSOs corroborated the concerns of the head teachers, who stated that the lack of parental guidance in rural areas is causing students to exhibit deviant vices that are harming their academic performance. As one stated again;

Due to poor parenting in most rural regions, it is difficult for schools to implement the no-repetition policy; as a result, student performance is declining. I have attempted to persuade schools in my region to avoid requiring students to repeat, but it gets difficult when the majority of students in a class fail to achieve a mean mark of 40%. (CSO 1)

In addition, the study determined the learners' perspectives on the causes of school repetition and its impact on academic achievement.

Table 4.6 Learners’ responses on causes of repetition in schools.

Causes of repetition.	Strongly agreed.		Agreed.		Undecided.		Disagree.		Strongly disagree.	
	No.	%	No.	%	No.	%	No.	%	No	%
Due to parents’ advice.	19	14.9%	15	11.8%	323	25.1%	28	22.0%	33	25.95%
Lack of textbooks.	67	53.1%	31	24.4%	4	3.1%	7	5.5%	18	14.17%
Failure to reach cut marks.	111	88.0%	14	11.02%	2	1.57%				
Due to failure to do exams.	79	62.2%	41	32.2%	7	5.5%				
Due to pregnancies.	5	3.93%	15	11.81%	19	14.9%	24	18.8%	64	50.3%
Due to absenteeism.	102	80.3%	19	14.96%	2	1.5%	4	3.1%		
Due to lack of parental care and support.	72	56.6%	21	16.5%	18	14.1%	4	3.1%	12	9.4%
Poor teaching techniques.	105	82.6%	14	11.02%	–	–	3	2.3%	5	3.93%

The importance of this data to the study was to establish the opinions of the learners on causes of the repetition. The effects in qualitative form to establish the academic performance as per the causes was also conducted and the data was the same as that of quantitative data. Like at one primary school most of the students that repeat cited Poor teaching techniques, Due to absenteeism, Due to advice, Failure to reach cut marks as the major contributors of repetition as opposed to Due to lack of parental care and support, Due to pregnancies, Due to failure to do exams, Due to parents’ advice and Lack of textbooks. One pupil from a Primary school told me that no student has ever

repeated class due to young age but majority repeat due to advice to do so from parents and guardians with intentions to improve their score.

Further interview with CSOs confirmed the sentiments of the head teachers that most repetitions were due to early pregnancies and frequent absenteeism as was maintained by one officer;

The rate of teenage pregnancies among learners in primary schools has increased in the recent past. I have been forced to talk to head teachers in my Zone to look for girls who have dropped out of school and bring them back to repeat the classes and to continue with their studies. Apart from girls there are also absenteeism among boy child in primary schools due to child labour which they cherish than their education (CSO. 2)

From table 4.6, learners' responses on the causes of repetition in schools' contrasts and agrees with that of the head teachers, class teachers, CSOs and SCDE in almost equal measures. Like head teachers, a greater percentage of learners concur that absenteeism (80%) and failure to reach cut marks (88%) are some of the main causes of repetition and hence majority strongly agree.

Of concern are the learners 100% strongly agreeing they repeated due to teachers' advice with only 14% strongly agreeing to have repeated due to parents' advice? Again, of concern are many learners (82%) strongly agreeing that they repeated due to poor teaching methods employed by teachers? This is of concern considering that many of the teachers in the study are employed by Teachers Service Commission and (80.76%) have attained a diploma and above qualifications. Again, majority of learners (74%) strongly disagreed that they repeated due to young age just like 50% strongly disagreed that they due to early pregnancies.

In summary, majority of learners agreed on the following to be reasons for repetition in their school; teachers' advice (100%), poor teaching techniques (93.6%) failure to reach cut marks (99%) absenteeism (95.2%), failure to do exams (94.2%) lack of textbooks and other learning materials (77.5%) and lack of parental care and support (72%).

Again equal percentage of learners seems to be undecided (25.1%), and strongly disagree (25.90%) on whether learners repeat due to parents' advice. However, 26.7% agree that parents' advice can make learners to repeat.

4.4 Effects of school resources on academic performance of pupils in Alego Usonga Sub County.

The second goal involved assessing staffing levels and make-up to see how school resources affect student achievement. Table 4.7 shows the workload of teachers by tallying the number of lessons taught per week and the number of students serviced per class.

Table 4.7 shows response on the workload.

	High		Average		Low	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Head teacher	24	96%	2	8%	–	–
Teacher	26	100%	–	–	–	–

Ninety Six percent (96%) of head teachers indicated that they had not enough teachers and their Board of Managers had to employ teachers to supplement the government effort. Class teachers on their part indicated that teacher shortage in their schools led to increased workload which was brought about by high rates of repetition of pupils in school.

On her part, the SCDE shared the same view as teacher and head teachers that teacher shortage was a major issued that had led to an increased teacher workload which was a real national issue. She advised that the government was doing what it could to remedy the situation. On probing, she denied any link of teacher shortage to repetition. The CSOs were all in agreement that teacher shortage affects their zones and that it influences learner repetition. Two CSOs further explained that learner repetition could also influence teacher shortage as the learner teacher ratio was

increased due to high enrolments as a result of repetition. 23 (92%) of head teachers indicated that they coped with high workload while only 2 (8%) indicated coping with average workload. No head teacher indicated coping with low workload.

When asked to comment on influence of repetition on teacher workload 20 head teachers (80%) indicated that repetition greatly increases teacher workload and all the 20 head teachers explaining that it contributes to congested and overcrowded classes which makes it difficult for teachers to give individual attention to the learners.

According to research conducted by (Mwenda & Muuka, 2009) on the effects of free primary education on the quality of teaching and learning in primary schools in Meru South District, it was found that classrooms with fewer students produced better results in terms of student engagement, teacher motivation, and the overall quality of the learning environment. 3 head teachers however indicated that repetition create discipline problems in the classes as most repeaters are over- age learners and have discipline challenges hence additional work for the teacher. 2 head teachers also indicated that parents of repeaters in most cases prove difficult to participate in school activities and like their children a lot of guidance and counseling services must be offered to them.

The SCDE on her part indicated that teachers were overworked due to teacher shortage in the Country. She also indicated that one of the challenges of repetition is the negative influence on teacher pupil ratio every year; she argues that if this is not factored in planning definitely the burden remains with the teacher to adjust accordingly. Her view was supported by all the 7 (100%) of the CSOs who in addition alludes that repetition apart from increasing teacher workload also demotivates teachers and creates harsh learning environment affecting the quality of education.

To further determine the influence of repetition on resources question 6 on head teachers and teachers' questionnaires ask about adequacy of buildings, furniture, stationery latrines and influence of repetition on their adequacy. The response was as shown in the table 4.8.

Table 4.8 Effects of repetition on school resources

	Head teachers.				Class teachers.			
	Adequate		Inadequate		Adequate		Inadequate	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Buildings.	–	–	25	100%	–	–	26	100%
Furniture.	11	44%	14	56%	6	23.0%	20	76.9%
Books/ stationery	17	68%	8	32%	13	50%	13	50%
Toilets/ latrines.	15	60%	10	40%	11	42.3%	15	57.6%

Table 4.8 shows that 100% of head teachers and class teachers indicated that buildings were inadequate. Furniture/ desks were by 11 (44%) head teachers to be adequate and 14 (56%) to be inadequate while only 6(23%) class teachers indicated furniture to be adequate and majority of the class teachers 20(76.9%) indicated furniture to be inadequate. Stationery and textbooks were rated by 17 (68%) to be adequate and only 8 (32%) of head teachers to be adequate, while an equal proportion of class teachers rated stationery and books adequate (50%) and inadequate (50%).

15 head teachers (60%) indicated latrines/ toilets to be adequate while 10 (42.3%) of class teachers indicated toilets to be adequate while 15 (57.6%) indicated toilets to be inadequate. Based on this analysis, it emerges that buildings and furniture according to head teacher were inadequate while buildings, furniture toilets and books and stationery were inadequate.

Table 4.9 CSOs response on effects of repetition on resources.

	Adequate		Inadequate	
	Frequency.	Percentage	Frequency	Percentage
Buildings.	3	42.8%	4	57.1%
Furniture.	3	42.8%	4	57.1%
Books.	4	57.1%	3	42.8%
Toilets.	4	57.1%	3	42.8%

Table 4.9 shows that (57.1%) CSOs indicated that buildings and furniture were inadequate in most of their schools while 3(42.8%) indicated that they were adequate. 4 (57.1%) on the other hand indicated that books and toilets were adequate while 3 (42.8%) indicated otherwise. This shows that a lot needs to be done as even those rated to be adequate were just on average percentage mark of (57.1%). The SCDE on her part concurred with the CSOs that in general physical facilities were inadequate and indicated that most hit areas were buildings and furniture. She however differs that she expects books to be enough in schools based on the disbursement of FPE every year – she however agrees not to have visited any school purposely for that to spot check and so her suggestion is based on assumptions.

When asked how repetition has influenced adequacy of resources in her school, she argues that repetition worsens the enrolment brought about by introduction of FPE in 2003 and reiterates her earlier comments that this calls for additional resources and increased cost of education per child. The government does not plan for repeaters and so no special infrastructure is often constructed for them. In that case the limited available resources remain outstretched and this affects quality education. The CSOs added that inadequacy of facilities brought about by repetition due to increased class sizes leads to congestion in classes difficulty in sharing books and desks.

On their part the head teacher and class teachers concur with the challenges brought about by repetition on resources but added that when classes become large due to repetition a lot of time is

wasted when learner visits toilets during breaks and preparation for and implementation of investigations becomes difficult as a lot of resources must be sort and distributed. The class teacher and teachers also indicated that motivation of learners also becomes a challenge.

The quality of education in Sub-Saharan African nations is badly impacted by huge class sizes and other obstacles such as poor school facilities and infrastructure(Osei, 2006).

Table 4.10 Learners’ response on the effects of repetition on school resources:

	Strongly agree.	Agree.	Undecided.	Disagree.	Strongly disagree.
Class enrolment increased due to repetition.	92 72.4%	18 14.1%	3 2.3%	10 7.8%	4 3.1%
Large number of repeaters makes sharing of desks difficult.	114 92.9%	13 7.0%			
Makes sharing of desks difficult.	118	9			
Experiments things become difficult.	87 68.5%	19 14.9%	6 4.7%	15 11.8%	

Just like head teachers, class teachers and CSOs, on their part 72% of repeaters concurs that repetition makes classes become large and overcrowded while only 3.1% strongly disagreed. 89.7% strongly agreed that large classes make sharing of books difficult. This means that students are not seated in an optimal position to facilitate the development of strong writing abilities, proper eye contact with the chalkboard, and focused participation in classroom activities (MoE, 2011). Learners seemed divided on effects of large classes on experiments; however, 87% of learners strongly agreed that large class’ makes sharing of experiments materials difficult as 11.8% disagreed.

Question 3 sought the enrolment of class 7 from the year 2013 when they were in 5 up to 2015 when they were in 7. The responses in the questionnaire were as follows:

Table 4.11 Influence of repetition on enrolment.

Year.	Class then.	Enrolment	Increase.	Percentage increase.
2013	5	1224	–	–
2014	6	1346	122	9.9%
2015	7	1494	148	10.9%

As shown in Table 4.11, enrollment increased in each of the three years. The increase in enrollment is thought to be the result of new admissions (drop-ins) or repetitions. Some of the dropouts were expected to be repeaters from their respective schools.

According to the 25 schools that answered to the surveys, the seventh-grade enrollment is at 1,338 and the total number of repeaters is 162. This means that 12.1% of students in the seventh grade were repeaters.

Question 3 inquired about the class 7 enrollment and the number of repeaters in the class.

Table 4.12 Effect of repetition on performance

Enrolment from within school.				Enrolment from drop in.				
Class.	From class 6.	Repeat class 7.	Total A	From class 6.	Repeat class 7.	Total B	Total A and B	Percentage of repeaters.
7	1118	123	1241	58	38	97	1338	12.1%

According to data from the EMIS DEPARTMENT, the district of Siaya had an 8.5% repeater rate in 2014. (Emis Siaya District – 2014). Question 3 aimed to determine how many students were in seventh grade in 2014 and how many repeated seventh grade in 2015. Using this data, the rate of grade repetition was then estimated. The grade repeater rate compares the number of students in a following year who repeated the same grade to the total number of students in the previous year. It is a crucial piece of the quality puzzle and a measure of the educational system's internal efficacy. It is more costly because students who repeat a grade take up a spot that a new student could have used, and they also take more time to complete the class.

The following formula was utilized to calculate grade repetition rates;

$$G.R.R = \frac{R^k_{t+1}}{N}$$

Where R – Repeaters of the same grade (k) in the subsequent year, (t+1)

N – Enrolment in the same grade in the previous year.

Therefore, the grade repeater rate in the sub county in 2015 for standard 7 was:

⇒ The total enrolment in 2014 in class 7 was;

Based on the estimates above, the Siaya Sub County recurrence rate grew by 1.68 percent in just one year, using the base year of 8.5%. The goal of Question 4 was to compare the average performance on tests taken at the end of Term 2 in 2015 between students who had previously taken the class and those who had not. The responses of headteachers and classroom teachers are presented in the table below;

Table 4.13 The grade repeater rate

			Head teachers.		Class teachers.		
Class		Class 7	Repeaters.	Non-repeaters.	Repeaters.	Non-repeaters.	Whole class.
Term 2 exam results 2015 mean score.		240.25	236.8	243.7	237.4	243.1	240.25

The responses of the head teachers and the class teachers were nearly identical. The class 7 average mean score for head teachers and class teachers was 240.25, with head teachers' responses for repeaters and non-repeaters being 236.8 and 243.7, respectively, and class teachers' responses being 237.4 for repeaters and 243.1 for non-repeaters. The replies reveal that the seventh graders in the sub-county performed below the median of 250. Comparing repeaters with non-repeaters once more, repeaters performed better academically than non-repeaters. Repetition adds to a lack of student motivation or desire to succeed, which may result in inferior classroom performance compared to that of other learners (Crahay, 2019; Lauwerier & Akkari, 2015).

In several instances, the comments of the head teachers and class instructors were nearly identical, while in others they were distinct. 14 (56%) head teachers noted that repetition increases the age disparity in the classroom, making it difficult to motivate such students. 12 (46.15%) of class teachers agreed with the head teacher that repetition leads to overage students in the classroom, but argued that such students are frequently disobedient and a security threat to their younger classmates, resulting in external effects on other students and, ultimately, poor class performance.

12 (48%) of head teachers claimed that recurrence affords students the chance to acquire knowledge/facts in areas they did not comprehend the previous year. In addition, they revealed that some students must repeat a level twice or even three times before they are mature enough to advance. 14 (53.84%) of class teachers agree with the head teacher that repetition is an opportunity to appropriately prepare students for the next level.

Eleven (46% of HTs) say that repetition makes school more expensive since parents must keep paying school levies (such as exam fees and D.E.B. funds for extracurricular activities) for their children even after they have completed the course. In addition, they say that the government must continue purchasing books for their students. 16 (61.5%) of class teachers were of the same opinion, although they also claimed that many class repetition situations are supported by principals who are primarily interested in enrollment-based government subsidies (F.P.E).

Repeaters grow older and frequently drop out of school, according to 9 (36%) of school administrators. They further claimed that students who drop out of school are unable to do well on national tests, and hence dropping out is a preferable alternative to waiting for them to have a detrimental impact on school performance. This idea is echoed by six class teachers (23.07%) who add that dropouts may be able to perform better in other fields, such as Jua kali.

According to the National Centers for Education Statistics (NCES) 2009 (Snyder & Dillow, 2010) grade repetition can raise a student's probability of dropping out of school, and dropouts are five times more likely than graduates to have been retained.

19 (76%) of the heads of schools said that repeaters increase enrollment, resulting in a high number of courses that present several administrative and academic issues. They suggest that as a result, the increased workload of instructors raises the demand for physical infrastructure. Due to insufficient resources, these were not given, which negatively impacts the quality of education.

However, two class teachers (7.6%) noted that repetition affords students the opportunity to develop and demonstrate their skills in areas such as games and athletics. They explained that these students have acceptable academic performance but excel in sports. They believe that such students repeat classes for the sake of athletics and then drop out when they reach maturity.

According to 15 (60%) of head teachers, repeaters frequently begin well, especially in the first term, but are eventually surpassed by non-repeaters. They indicated, however, that the majority of repeat students will improve on average compared to their previous year in the same class. On the other hand, 23 (92%) of head instructors claim that non-repeaters tend to perform better in class consistently than repeaters, and that they ultimately perform better in later classes as well. 19 (76%) of head teachers believe that non-repeaters participate actively in class activities, investigations, discussions, projects, and other learning experiences. However, they note that

repeat students tend to avoid class activities and are frequently timid. 10 (40%) of head teachers, however, claim that repeat students are frequently engaged in class activities throughout the first term but become inactive as the school year draws to a close.

Again, twenty percent (80%) think that repeaters provide the class direction since non-repeaters quickly adapt from them; they discover a group that is well-acclimatized with the level, and the class expands easily as a result.

64% of class teachers concur that repeaters are frequently absent. In addition to inadequate classroom involvement, 68% of teachers report that students lack discipline and are disinterested in studying. 58% of class teachers, on the other hand, report that some of the repeaters adjust their behavior upon realizing they were left behind, and would frequently work hard and participate forcefully.

4.4.Strategies put in place to reduce repetition in primary schools in Alego Usonga Sub County.

The head teachers, class teachers, CSOs and SCDE were all asked to list strategies employed in their schools and the effectiveness of such strategies. They were also requested to comment briefly on repetition in schools. 16 (69.5%) of head teachers who responded to employ strategy and 14 (63.6%) of class teacher explained that learner absenteeism be discouraged through punishments and in some cases through consultations with parents. However, only 9 (56.2%) head teachers and 5 (35.7%) class teachers who mentioned the strategy agrees that it helps reduce the rate of absenteeism with the remaining 43.8% of head teacher and 64.3% of class teachers who confirmed to be practicing this strategy indicating that it does not really achieve much as learners still continue to absent themselves from schools. Among the CSO had this to say;

I do encourage head teachers to set all strategies that can discourage absenteeism among learners in their schools. Among the strategies we encourage them to employ is strong guidance and counselling and inviting parents of learners with deviant behaviors' that could lead to repetition (CSO 5)

Majority of head teachers 21 (91.3%) of those who agreed to employ a strategy indicates to be continuously engaging parents through sensitization and meetings to plan together and to guide

parents on the need to assist learners with learning materials and resources. They, however, (95%) concur that the parents are difficult to deal with and quite uncooperative leading to many learners continuing to lack essential learning materials.

Only 10 (45%) of teachers however list parents and school engagements/ consultation to be a strategy. Of the 4 only 40% concur that this strategy works well to improve academic performance and reduce repetition in schools. 2 head teachers (8.6%) mentioned to be practicing social promotion and indicated that they have no exams for promotions. They further suggested that this has enabled them reduce repetition accordingly. Ironically, no class teacher listed this method to be practiced in their schools.

20 (86.9%) of head teachers suggested to be organizing school-based seminars/ insets within subject panels to help provide teachers with strengths-based approach to teaching individual learners. Of the 20 head teachers only 7 (35%) agrees that this strategy helps improve performance of learners and reduce repetition, the head teachers explain that many class teachers treat such insets casually like normal school routine as no certificates are issued. Only 13 (59.0%) of class teachers list seminars as a strategy to improve teaching skills of the 13, 8 (61%) agrees that the seminars are essential and improves teacher learner processes and helps reduce repetition.

During interviews with head teachers, the study further revealed that schools do sponsor teachers for workshops as was maintained by one head teacher that;

I have always taken my teachers for workshops and seminars in order to improve their teaching standards and to make them be up to date with the current teaching methodologies that are emerging due to changes in the society (HT 13).

12 head teachers listed adhering to government policy on corporal punishments and rewards. They further indicated that the aim is to create school friendly environment and to motivate learners to feel at home while in school. Thus 80% of them explained that that has helped reduce repetition and keep learners in school.

16 head teachers (69.5%) indicated close collaboration with parents to include lunch programs in school. This, they explain is aimed at keeping the learner in school reducing distractions on the way when going for lunch. 14 of them agreed that this strategy has helped reduce malnutrition

problem and reduced repetition as learners have the energy to adapt to the lessons hence better performance.

When asked about the measures implemented to eliminate repetition, the SCDE said that the first approach is the government policy on repetition, as ordered by the permanent secretary of the Ministry of Education in 2009 via circular NO.QAS/N/I/22 (39). This order prohibited the practice of mandatory class repetition in all Kenyan schools. The SCDE acknowledged the difficulties her agency faces in ensuring the policy's successful implementation. Among the obstacles she cites are the following:

- i) Large geographical administrative area limiting strict supervision.
- ii) High costs of monitoring which requires a lot of money for fuel compared to low capitation from the government.
- iii) Poor roads and lack of enough vehicles to use in monitoring.
- iv) Few education officers in her office against much workload.

When she was asked further to explain why they still capture the number of repeaters in their statistical returns; she explained that there are certain reasons other than forced repetition which may make a learner to repeat; she enumerated some as sickness of a learner, lack of school which offers next class, intentional wish of the learner and parent which generally describes as all voluntary reasons for repetition.

The second strategy she did give was abolishment of ranking in exams in the sub county. However, she confirms to mocks being done in the sub county to help prepare learners effectively for national exams – she however regretted her officers condoning ranking in exams despite her warnings. She supported the abolishment of ranking in national exams due to the fact that it makes teachers to force low achievers to repeat class 7 for purposes of better positions in the mock. She however explains that it is a bit challenging to convince all her officers and head teachers as they believe ranking is the only way to gauge school's productivity. According to her, the strategy works well only in low achieving schools but high achievers still work for mean score.

Another strategy she explains is constant sensitization of Board of Managers (B.O.M), chairpersons and head teachers on the governments' directive abolishing repetition. She however concurs that this works only where the chair is highly qualified and visionary; otherwise, the chair/

head teacher still colludes to condone repetition in schools in the spirit of good performance. On her part, repetition is a big problem in schools but quite challenging to be eradicated.

The SCDE further explains that she continues to recommend for infrastructural improvement in schools to other government agencies and non-governmental organizations (N.G.Os) like CDF, World vision, County government among others on the improvement of schools in terms of buildings, toilets, and desks among others. She observes that this works but at a slow pace due to the number of schools in the district which needs such assistance.

A lot of insets like SMASE TPC are being organized with the aim to increase teacher delivery competency skills. This she explains has worked in a number of schools which embraces learner friendly policies and has motivated learners to be in school.

The CSOs concurs with the SCDE on the strategies employed by the Sub County. They added that some schools have initiated IGA which are used to supplement on learner needs and feeding programs. They further elude those games and athletics refreshes learners and help them grow holistically and should be encouraged in schools

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introductions

This chapter includes a study summary, study findings and conclusions, recommendations, and ideas for additional research.

5.1. Summary of the findings.

The background in which the study was done is described in the first chapter. It examines the impact of repetition on academic attainment in Kenya's state primary schools. The issue description states that the study's objective is to determine whether or not repetition has a negative or positive impact on student performance in Kenya's public primary schools. This was also the goal of the research that was presented in the chapter. This study set out to answer several issues and concerns about the impact of repetition on student engagement, the cost of repetition to primary schools in Siaya Sub County, and the methods currently being used to end the practice. The latter part of this chapter discusses the significance, scope, limitations, and hypotheses of the research as well as operational definitions of terms.

A summary of the study-related literature is provided in Chapter 2. The literature study examined topics such as how repetition affects students' performance in class, how repetition affects primary school resources, and measures used to lessen repetition in classrooms. The study's methodology was covered in Chapter 3. The research design, location of study, study population, sampling techniques, and sample size were all covered in this chapter. The chapter also included explanations of the research tools utilized, a pilot study, and metrics for measuring the validity and reliability of testing tools. In this chapter, the procedures for data collecting and analysis were also covered. The fourth part involves data analysis, while the fifth chapter presents the study's findings, conclusions, and recommendations.

5.2. Findings of the Study and Conclusion

The study found that repetition was more prevalent in seventh grade and had an impact on the academic performance of primary school students in Alego Usonga Sub County.

The goal of this research was to determine how students in Alego Usonga Sub County, Siaya County, in Kenya would fare academically after repeating the same class. According to the study,

the main effects of class repetition on academic performance were stigmatization, low self-esteem, crowded classes, students who were over the age limit, suicide, and a high teacher to student ratio, all of which had a detrimental influence on students' performance in Alego Usonga Sub County. Ninety percent of respondents said that students' low self-esteem was an excuse for failing, and 86 percent said that students' inability to articulate their thoughts and feelings was a major factor in their academic underachievement and subsequent need to retake curricula. It was also concluded that students in the Alego Usonga sub county who scored low academically exhibited characteristics of low self-esteem, such as a submissive tone, bad body language, and a lack of confidence in themselves.

Eighty percent of respondents said that students with low academic accomplishment felt stigmatized and undervalued in the school environment, and seventy-five percent of those students reported being severely depressed as a result of their identity crisis, which only served to further hinder their performance. According to 86% of the respondents, students from disadvantaged backgrounds constantly worry about whether they will fit in academically in a competitive setting, which hurts their performance.

Concerning class congestion as a result of increased enrollment and repeats, 95% of respondents were of the opinion that classes contained a large number of students who did not receive appropriate attention from their teachers, resulting in low reading scores and poor academic achievement. The majority of respondents said that a high teacher-to-student ratio impeded teachers from covering the curriculum, resulting in less cognitive engagement among students. Eighty percent of respondents stated that classroom congestion restricted students from obtaining learning materials, such as books, further harming their academic performance due to class repetition.

Repetition had an effect on the age of the student, as the survey revealed that the majority of students were slipping behind due to boredom with long school years, and 54% of respondents indicated that students who had repeated class were overaged. The overaged students performed poorly because they exhibited poor concentration during learning activities, lacked self-control, and bullied other students during group activities. These behaviors negatively impacted the teaching and learning process for the entire class. Since overage students' low performance forced class repetition, the students became dissatisfied with their education, and some decided to quit school.

Finally, school rankings revealed pervasive underachievement in majority of the elementary schools represented in the Alego Usonga Sub County sample.

Sixty percent of the schools surveyed said that eliminating repetition and raising student accomplishment can be achieved by a combination of better teacher pedagogy, counseling and guidance services for students and instructors, intrinsic and extrinsic teacher learner motivation, enhanced technology in the classroom, enhanced infrastructure and other learning resources, efficient use of class time, and better scheduling. rates. Several individuals also reported reasonably smooth transition rates.

5.3 Recommendations

1. The Ministry of Education should take the mandate to enforce the already established government policies on grade repetition. This recommendation can however be achieved when the government primarily conduct a nationwide study aimed at ascertaining the extent to which the implementation of the policies has been done. The government should put in place policy interventions to enhance the implementation of these policies.
2. A fresh redistribution of teachers should be done by the ministry of education to schools based on consideration of pupils' population in a school. This would possibly counteract the congestion issue and high teacher to pupil ratio as identified to be some of the critical effects of grade repetition on academic performance among the primary school learners in the case study region.
3. School head teachers and teachers should be given constant induction on the disadvantages of repetition
4. Ministry of Education and parents should improve the resources to cater for the ever-increasing numbers of learners in public primary schools. These would involve addressing some of the critical areas within a learning institution set up such as increasing the number of classes which would absolutely result into reduced congestion issues within the institutions among learners in classes.
5. The Ministry of Education should employ stringent strategies meant to prevent grade repetition in primary schools. For instance, teachers should be required to submit an annual report, particularly at the beginning of each academic year, detailing the number of students who have advanced to the next grade.

5.4 Recommendations for Further Studies

1. Similar studies should be done in private primary schools
- 2, A study focusing on the positive effects of repetition should be conducted in primary schools

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APENDIX I: INTRODUCTION LETTER

OWINO VINCENT OKOTH,

P.O BOX

.....

DATE:,

SIAYA SUB COUNTY EDUCATION OFFICE,

P.O BOX,

SIAYA.

REF: RESEARCH PROJECT

I am Vincent Owino pursuing a master's degree in Planning and Economics of Education at Jaramogi Oginga Odinga University of science and Technology. I am carrying out research in Siaya Sub County on **Effects of Repetition on Pupil's Academic Performance in public Primary Schools** in the Sub County. Your school has been chosen as a study sample and hence you are requested to respond to the questions at your convenience. Please tick (√) or comment where appropriate. All your responses and information shall be treated with strict confidentiality and shall only be used for purposes of the study.

I therefore humbly request you for permission to collect data from your Sub County to complete this exercise.

Thanks in advance.

Yours faithfully,

Owino Vincent Okoth

APPENDIX II: HEAD TEACHERS QUESTIONNAIRE

SECTION A: EFFECTS OF REPETITION ON LEARNER PERFORMANCE IN CLASS.

1 a) Please indicate type of your school?

Mixed boys and girls Girls Boys Day
 Boarding Day/Boarding

Is your school a boarding or day school?

Boarding Day

2 a) For how long have you been a head teacher?

0-5 years 6-10 yrs. 11-15 yrs. Above 15 years.

b) How long have you served as a head teacher in this institution?

1-3yrs. 4-6yrs. 7yrs and above.

c) Kindly indicate your education level?

Med.Deg. Bed.Deg. Dip.Cert PTE.Cert . .

3 a) what was the enrolment of class 7 in 2014?

Boys Girls total

b) Kindly complete the table on enrollment and repetition in class 7 2015 as shown below.

Enrollment from within school (A)				Enrollment from drop ins (new admissions) (B)			Total enrollment (C) = A+B
Class	Promoted from 6	Repeating 7	Total (A)	Promoted from 6	Repeating 7	Total (B)	
7							

4 a) Please indicate the mean performance of repeaters and non-repeaters for this class 7 in the years and levels as below using end of term two results for each year:

Class 7	Repeaters (Mean Score)	Non-repeaters (Mean Score)	Class (Mean Score)

Term-2 Exam Results			
2015 Mean score			

b) Please comment on this performance: _____

c) Briefly explain the participation of repeaters and non-repeaters in class: _____

SECTION B: EFFECTS OF REPETITION ON PRIMARY SCHOOL RESOURCES.

5a) How many teachers employed by TSC do you have in the staff as categorized below?

Teachers employed by TSC teachers employed by BOM

b) In your opinion do you think you have enough teachers?

Yes No if No, please explain _____

c) Briefly comment on the teacher's workload?

Low Average High

d) Comment on influence of repetition on teacher work load? _____

d) What is the status of the school in terms buildings? _____

e) The situation of the school in terms of adequate furniture for learners use is:

f) How will you rate the availability of stationery in the school for pupils use?

h) What is the pupil book ratio in your school?

1:1 2:1 3:1 4:1 5:1 6:1
 Over 6:1

i) How would you rate the availability of water in the school for students and teachers use?

j) How would you rate the availability of toilets for teachers and student use? _____

8) What are the possible influences of repetition on the adequacy of school resources?

SECTION C: STRATEGIES TO ADDRESS REPETITION IN SCHOOLS.

9 a) What are the possible causes of repetition in your school? _____

a) What are your strategies concerning repetition? _____

b) _____

c) How would you rate the effectiveness of the strategies listed above? _____

d) _____

c) Please briefly comment on repetition in schools? _____

Thank you.

APPENDIX III: CLASS TEACHERS QUESTIONNAIRE

SECTION A: EFFECTS OF REPETITION ON LEARNER PERFORMANNCE IN CLASS.

1 a) Please indicates type of your school?

Mixed boys and girls Girls Boys Day
 Boarding Day/Boarding

b) Is your school a boarding or day school?

Boarding Day

2 a) For how long have you been a teacher?

0-5 years 6-10 yrs. 11-15 yrs. Above 15 years.

b) How long have you served as a teacher in this institution?

1-3yrs. 4-6yrs. 7yrs and above.

c) Kindly indicate your education level?

MED.DEG. BED.DEG. DIP.DEG PTE .CERT

3 a) what was the enrolment of class 7 in 2014?

Boys Girls total

b) Kindly complete the table below on enrollment and repetition in class 7 2015 as shown below.

Enrollment from within school (A)			Enrollment from drop ins (new admissions) (B)			Total enrollment (C) = A+B
class	Promoted from 6	Repeating 7	Total (A)	Promoted from 6	Repeating 7	
7						

4 a) Please indicate the mean performance of repeaters and non-repeaters for this class 7 in the years and levels as below using end of term two results for each year:

Year	Class then	Repeater	Non- repeater
2013 Mean score	5		
2014 Mean score	6		
2015 Mean score	7		

b) Please comment on this performance: _____

c) Briefly explain the participation of repeaters and non-repeaters in class: _____

SECTION: EFFECTS OF REPETITION ON PRIMARY SCHOOL RESOURCES.

5a) How many teachers employed by TSC do you have in the staff as categorized below?

Teachers employed by TSC teachers employed by BOM

b) In your opinion do you think you have enough teachers?

Yes No if No, please explain _____

c) Briefly comment on the teacher's workload?

Low Average High

d) Comment on influence of repetition on teacher work load? _____

6a) what is the status of the school in terms buildings? _____

b) The situation of the school in terms of adequate furniture for learners use is:

c) How will you rate the availability of stationery and textbooks in the school for pupils use?

e) How would you rate the availability of toilets for teachers and student use?

f) What is the possible influence of repetition on the adequacy of school resources?

SECTION C: STRATEGIES TO ADDRESS REPETITION IN SCHOOLS.

9 a) What are the possible causes of repetition in your school?

a) what are your strategies concerning repetition?

b) How would you rate the effectiveness of the strategies listed above?

c) Please briefly comment on repetition in schools?

**APPENDIX IV: INTERVIEW SCHEDULE FOR SUB- COUNTY DIRECTOR OF
EDUCATION**

1. How many schools are you responsible for?
2. For how long have you been in this zone?
3. Do you have learners repeating class seven in your schools?
4. How do such learners participate in class?
5. Comment on the performance of such learners?
6. What are the possible causes of repetition of learners in your schools?
7. What is the influence of repetition on learner participation in class in your schools?
8. What are your views on adequacy of physical resources in your schools?
9. How has the adequacy of physical resources impacted on learner and teacher achievement in your schools?
10. How has repetition impacted on adequacy of resources in the zone?
11. What are your strategies concerning repetition in schools?
12. How do you rate the effectiveness of the above strategies?
13. What is your comment on the workload of the teachers?

APPENDIX V: INTERVIEW SCHEDULE FOR CSOs

1. How many schools are you responsible for?
2. For how long have you been in this zone?
3. Do you have learners repeating class seven in your schools?
4. How do such learners participate in class?
5. Comment on the performance of such learners?
6. What are the possible causes of repetition of learners in your schools?
7. What is the influence of repetition on learner participation in class in your schools?
8. What are your views on adequacy of physical resources in your schools?
9. How has the adequacy of physical resources impacted on learner and teacher achievement?
How has repetition impacted on adequacy of resources in the zone?
10. What are your strategies concerning repetition in schools?
11. How do you rate the effectiveness of the above strategies?
12. What is your comment on the workload of the teachers?

APPENDIX VI: INTERVIEW SCHEDULE FOR HEDTEACHERS

1. How many schools are you responsible for?
2. For how long have you been in this zone?
3. Do you have learners repeating class seven in your schools?
4. How do such learners participate in class?
5. Comment on the performance of such learners?
6. What are the possible causes of repetition of learners in your schools?
7. What is the influence of repetition on learner participation in class in your schools?
8. What are your views on adequacy of physical resources in your schools?
9. How has the adequacy of physical resources impacted on learner and teacher achievement
in your schools?
10. How has repetition impacted on adequacy of resources in the zone?
11. What are your strategies concerning repetition in schools?
12. How do you rate the effectiveness of the above strategies?
13. What is your comment on the workload of the teachers?

APPENDIX VII: PUPILS QUESTIONNAIRES

Sex Age Class repeated

Kindly tick as appropriate { } on some of the reasons why pupils repeat classes?

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
A	One can repeat due to parents advice:					
B	One can repeat due to teachers advice:	p				
C	One can repeat due to lack of textbooks for next class:		p			
D	One can repeat due to failure to reach the cut marks:	p				
E	One can repeat due to sickness and failure to do exams:	p				
F	One can repeat due to pregnancies:					
G	One can repeat due to absenteeism:					
H	One can repeat due to lack of parents care and support:					
I	One can repeat due to poor teaching:					
J	One can repeat due to young age:					
K	After repeating I performed better in class :					
L	After repeating my position dropped in class:					
M	When I repeated I did not like school :					
N	After repeating I participated actively in class work:					
O	When I repeated learning became more enjoyable:					
P	Our number in class increased due to repetition:					
Q	Large number of repeaters makes sharing of desks difficult:					
R	Large number of repeaters makes sharing of books difficult:					
S	Large number of learners makes sharing of things for experiment difficult:					
T	Our school has rules governing repetition:					
U	School rules governing repetition discourages repetition:					

V	Few learners repeat because of the rules on repetition in school:					
W	Schools should discourage repetition of learners:					

Thank you.

APPENDIX VIII: ALEGO USONGA SUB COUNTY MAP

