AN ANALYSIS OF EFECTIVENESS OF SCHOOL DYNAMICS IN THE IMPLEMENTATION OF CLASS REPETITION POLICY IN PRIMARY SCHOOLS IN EMBU EAST SUB-COUNTY, EMBU COUNTY, KENYA

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A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF EDUCATION DEGREE IN ADMINSTRATION, LEADERSHIP AND MANAGEMENT OF MOUNT KENYA UNIVERSITY

OCTOBER, 2015

ABSTRACT

Class repetition policy serves to minimize instances of forceful repetition of classes or grades in primary schools. However, implementation of such policy has had its fair share of challenges in its implementation. Thus, this study intended to analyze the school dynamics for implementation of class repetition policy in primary schools in Embu East Sub-county, Embu County, Kenya. The objectives of this study include; teachers' attitudes, physical facilities and instructional resources. This study was guided by the Ecological Systems Theory. This study applied mixed methods approach, that is, both quantitative and qualitative methods. The study applied concurrent triangulation design in which researcher implemented the quantitative and qualitative methods during the same timeframe and with equal weight. The target population for this study consisted of 71 head teachers, 797 teachers and 2132 Class VII pupils all totaling to 3000. The researcher sampled 10 public primary schools, that is, 14.08% of 71 and 300 respondents, that is, 10% of 3000. Stratified sampling was used to create 5 different strata based on the number of zones in Embu East Sub-county. From each zone, 2 primary school head teachers and 15 teachers were selected using purposive sampling. Similarly, from each stratum, 48 Class VII Pupils were selected using simple random sampling. Questionnaires were used to collect data from teachers, interview schedules from head teachers and focused group discussions for Class VII Pupils. Piloting of the instruments was conducted amongst 10 teachers from a sample of schools in Embu East Sub-county to establish validity, reliability, credibility and dependability. Reliability of the instruments was determined using split-half technique. Correlation coefficient between the two halves was obtained using Pearson's Product Moment Correlation Method. A reliability coefficient, $r = 0.715$ was obtained indicating higher internal consistency. Credibility of qualitative data was established by triangulation through multiple analysts or experts whereas dependability was established by reporting in detail to enable the researcher to repeat the inquiry and achieve similar results. Analysis of data began by cleaning data and identifying common themes from the respondents' description of their experiences. Frequency counts of the responses were then obtained to generate information about the respondents and to illustrate the general trend of findings on the various variables that are under investigation. Qualitative data was analyzed thematically along the objectives whereas basic quantitative data was analyzed using One-Sample t-Test Analysis in Statistical Packages for Social Sciences (SPSS Version 21). The findings of the study were presented using tables. Educators, teachers and other stakeholders should develop a liking and positive attitude towards education of primary school pupils. This may enhance their academic performance which, in turn, minimizes instances of class repetition. School management should plan in advance to provide adequate school physical facilities to avoid influx of pupils in the next class; a situation which may encourage forceful class repetition. Schools and other education stakeholders should ensure that schools have sufficient, relevant, appropriate and suitable instructional resources which may enhance academic performance of pupils as a mitigant to forceful class repetition. The Ministry of Education should give room for class repetition of learners who cannot cope with the demands of the next class or those who have special challenges which require special attention.