

**AN INVESTIGATION OF THE IMPLEMENTATION OF THE
REPETITION POLICY ON THE ACADEMIC PERFORMANCE IN
PUBLIC PRIMARY SCHOOLS, A SURVEY OF KANGEMA SUB-
COUNTY, MURANG'A COUNTY KENYA**

WARUHIU CYRUS MURIUKI

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

OCTOBER, 2015

ABSTRACT

The study sought to investigate the implementation of the repetition policy on academic performance in public primary schools, a case of Kangema sub-county, Murang'a County. The objectives that guided the study were:- to assess the status of class repetition and its influence on academic performance in public primary schools, to establish the teachers' perception on the implementation of the repetition policy on academic performance in public primary schools, to assess the pupils' perception of the implementation of the repetition policy on academic performance in public primary schools and to find out how class repetition affects the academic performance of the pupils in public primary schools. This study used the Human Capital theory as premised by Schultz (1960) in his book "The Economic Value of Education". The theory states that the economic value of education and training enhances the productivity of an individual. The study employed a descriptive research design and stratified random sampling method was used. Data was collected by use of questionnaires which were administered to the headteachers and teachers. The researcher carried out a pilot study in the adjacent Mathioya Sub-County to ascertain the validity and reliability of his research instruments. To test the content validity of instruments, the researcher discussed the instruments with experts and specialists in Mount Kenya University to ensure that all the concepts under investigations were measured. Credibility was used to ensure the research results were believable. This was a case of quality not quantity. Dependability ensured the research findings were consistent. They could be repeated and measured by the standard of which the research had been conducted, analyzed and presented. The researcher equally interrogated secondary data to confirm the findings on the ground. Data was analyzed by use of descriptive and inferential statistics. The SPSS programme version 20 was used for data analysis. The study found out that: Most of the respondents were aware of the class repetition policy put in place by the Ministry of Education. They considered the incidences of class repetition to have been rare. Most of the teachers confirmed that class repetition had the occurrence of fairly motivating improved academic performance by the repeaters to the extent of having them serve as role models to the others. Most of the respondents had the perception that the pupils fairly appreciated class repetition as an avenue to improve their academic performance. The study recommended that: The Ministry of Education should seek enforce the policy on class repetition to the letter. This may see to it that the practice of repetition is discouraged completely and the pupils do not get exposed to the risk of wastage in the academic programs. The public primary schools head teachers and zonal education officers should work towards ensuring that the teachers do not force the poor performing pupils to repeat classes. This may see to it that there is reduction of the tendencies of having pupils repeating in the primary schools. The Ministry of Education should strive to raise the awareness levels of the pupils about the class repetition policy. This may see to it that we have assertive pupils in the public primary schools who are fully aware of the policy and its implications to their individual academic livelihoods. Concerted efforts should be made by all the education sector players in the public and private sectors to discourage the practice of class repetition. This is by way of bringing to the fore the effects of wastage and allied ramifications that are inherent from the practice.